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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide for grade 8 deals with risk acceptance and the use of the decision-making process in risk situations. (Based on the introduction to highway safety rules and laws that students have mastered in grades K through 3, the program for grades 4 through 8 emphasizes decision making, using good judgment, taking the safest actions, and the importance of obeying rules and laws.) Introductory information provided for the teacher includes instructions in using this program and an explanation of student evaluation methods. In the basic traffic safety lesson, risk acceptance is defined and related to traffic safety concepts. In the other three lessons, risk acceptance is examined in relationship to bicyclists, pedestrians, and motor vehicle passengers. Information sheets within the lessons list safety concepts, rules, laws, traffic signs or symbols, and risk situations. Each lesson contains a complete plan, incorporating objectives, key points, a list of needed materials, suggested activities, student assessment procedures, and additional resource materials. Instructions are also included for special activities such as a bicycle rodeo, a bicycle skill test, and having students construct a tot safety town or organize a special vehicle day to teach traffic safety to kindergarten and grade 1 classes. (EL G)

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ARIZONA
TRAFFIC SAFETY EDUCATION

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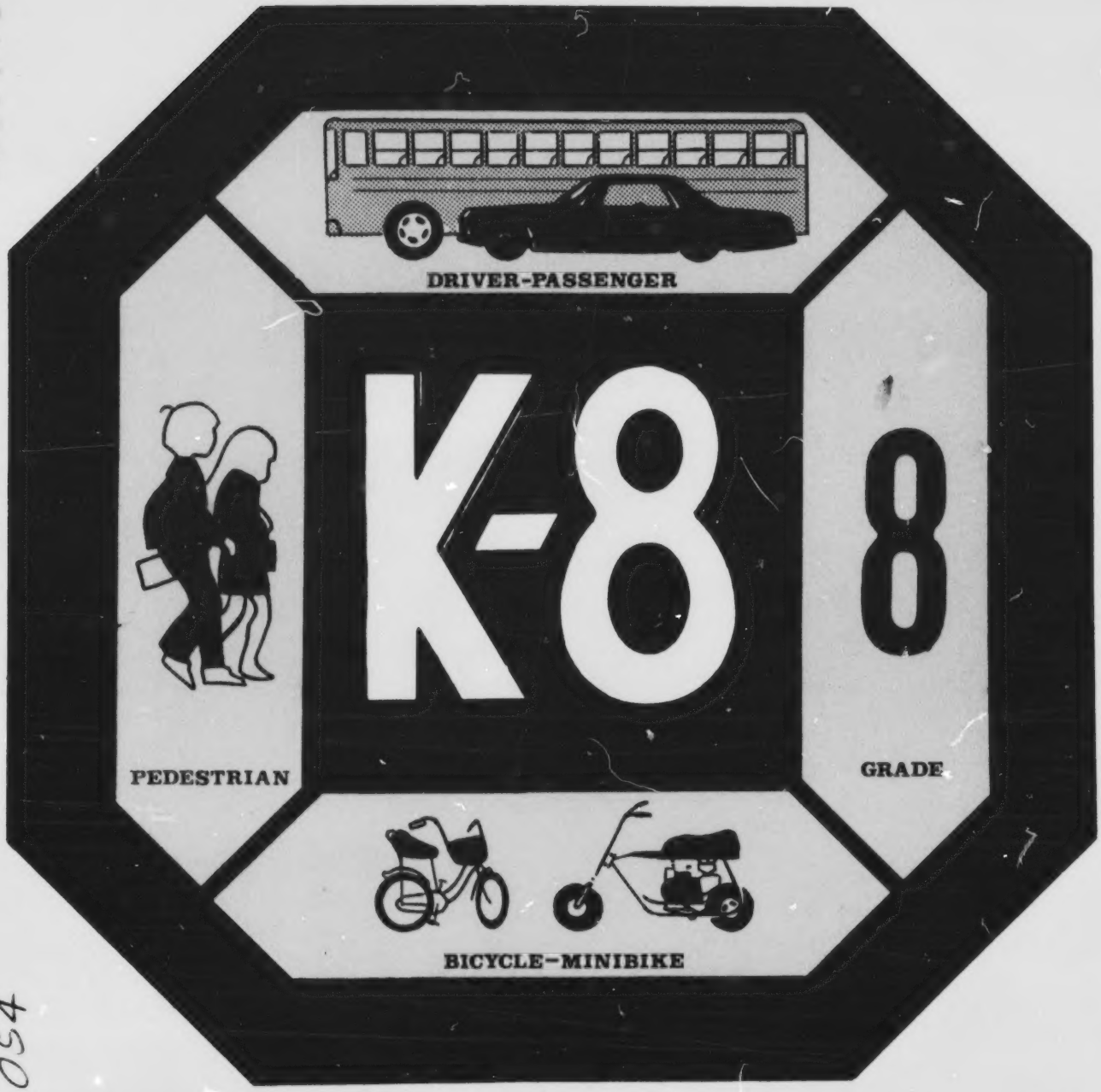

CE 018 054

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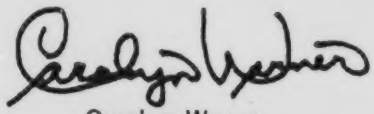
FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

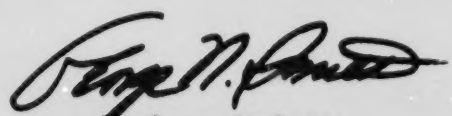
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

TO THE TEACHER:

The lessons contained in this curriculum do not deal specifically with learning rules and laws related to pedestrian, bicycle, and passenger safety. These lessons were developed on the premise that most students by the fourth grade have already gained this basic knowledge. This will be especially true as students are exposed to the K-3 lessons.

In the preliminary implementation of the 4-8 lessons, therefore, you may find it necessary to provide information on rules and laws before beginning the program.

In essence, the K-3 highway safety lessons teach WHAT a person should do in traffic situations. The 4-8 lessons teach the more complex HOW and WHY of highway safety. The HOW deals with making proper decisions, using good judgment, and taking the safest actions. The WHY deals with understanding the need for rules and laws and the importance of obeying them. Throughout the 4-8 lessons the understanding and responsibility of the individual highway user is emphasized.

Good luck, and our sincere appreciation to you for your genuine interest in the safety of your students.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

TRAFFIC SAFETY CONCEPTS – EIGHTH GRADE

"RISK ACCEPTANCE AND TRAFFIC SAFETY"

OBJECTIVE ONE

Given the term risk acceptance and the traffic safety concepts the student will:

a. *define* the term risk acceptance in relation to highway safety; and

b. *describe* how risk acceptance relates to the traffic safety concepts.

NOTE: If additional information of the traffic safety concept is required, consult the information sheets included with this lesson.

KEY POINTS

1. *Risk acceptance* is how much risk persons are willing to take in the street to do what they want to do. Risk is the chance people take of getting hurt in traffic. Since some places and situations have a higher risk than others, it is important for the pedestrians, bicyclists, or passengers to identify the dangers so that they can decide how much risk they are willing to take.

2. When pedestrians, bicyclists, or passengers enter a street, they are in a dangerous place and they accept a high risk because the street is made for heavy high-speed vehicles, not for people.

3. How much *risk* pedestrians, bicyclists, or passengers are willing to accept in traffic directly influences the *decision-making process (I.P.D.A.).* After they identify the important clues and predict what might happen, they need to decide the best action to take in the safest place. In order to make this decision, they need to identify how much risk they are willing to accept to achieve their goals. People who want to be safe in traffic will decide to do that which has the *lowest* risk.

4. When the risk is too high, the best decision is to wait and not to take any action at all. It is the responsibility of highway users to decide whether what they want to do is worth the risk. For example: Steve wants to cross a busy street to visit his friend. He has to decide whether it is worth the risk to run across the busy street or to wait, walk to the corner and use the traffic light.

5. *Communication* (either eye-to-eye communication or traffic signs and signals) helps pedestrians, bicyclists, and passengers to tell others what they are going to do. When they communicate with other highway users, they lower the risk of getting hurt.

6. When pedestrians, bicyclists, and passengers obey a common set of rules and regulations, they are *predictable.* Other highway users know what to expect from them and this lowers the risk. For example: When bicycle riders obey the traffic laws by riding single file with traffic and by signalling, other drivers can predict their actions and make better decisions.

7. All highway users can lower the risk they accept by using the traffic safety concepts.

MATERIALS NEEDED

Make transparencies A and B. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Present the following to define *risk acceptance* and to identify how it relates to the traffic safety concepts.

   On the chalkboard write "RISK = CHANCE" and "RISK ACCEPTANCE = CHANCE VS. GAINS AND LOSSES." Explain *risk* is the *chance* you take of getting hurt in the hostile street environment. *Risk acceptance* is *how much risk* you are willing to take in the hostile street environment to reach your goal.

   a. *Hostile Environment and Risk.* The street is an *unfriendly* place. It is a hostile environment for pedestrians, bicyclists, and passengers because the street is made for heavy, high-speed vehicles. It is important that all highway users be aware of the dangers and be able to identify how much risk they will have to take to reach their goal.

   b. *Decision-Making Process and Risk. How much risk* is involved and how much risk you are willing to take directly influences the decisions you make (I.P.D.A.). (NOTE: If students are unfamiliar with the decision-making process, refer to the information sheet provided with this lesson). After you *identify* the important clues and *predict* what might happen and the risks involved, then you must *decide* what the best action is, and if you are willing to take the risk. If the risk is acceptable then you *act* and do what you planned to do. If the risk is too high or too foolish, then you should change your plans. If all of the choices are too risky, a responsible and intelligent person will choose not to take the action or will wait until the risk is less. Sometimes doing what you want just isn't worth taking the chance of losing your life or being injured.

   c. *Communication and Predictability and Risk.* Communication among highway users and predictable action lower the risk. Eye-to-eye communication, obeying traffic signs, signals and symbols, and obeying a common set of rules and regulations

helps you let others know in advance what is going to happen. This is being predictable. It also helps you predict what the other users plan to do. You can then select the action which will have the least risk.

Show transparencies A and B and discuss how the pedestrian, bicyclist, and passenger use the traffic safety concepts to identify and lower the risk. (See back of the masters for ideas.)

REMEMBER: The street is a HOSTILE ENVIRONMENT, made for heavy, high-speed vehicles. Any risk you take increases your chance of being hurt or injured. Even doing all things correctly you may be killed by someone else's mistake.

2. Begin as in Activity 1. Add a *walking tour* through your school neighborhood and to a nearby busy intersection. Instruct students to stay with the group and walk in an orderly manner.

   As you take the walking tour through the school neighborhood and to the busy intersection, stop at points along the way and identify particular high or low risk situations and locations. Discuss how much risk there is and decide if reaching a particular goal would be worth accepting that risk.

   Upon returning to the classroom have students suggest information to complete the following chart.

Highway User	Situation	Risk	Choices	Decision
(for example:)				
Pedestrian	·Late for school ·Don't Walk light comes on	·High ·Lots of traffic	·Run across ·Wait for signal change	·Wait ·Risk not worth few seconds you *might* save

   Discuss how the basic traffic safety concepts (HOSTILE ENVIRONMENT, DECISION-MAKING PROCESS, COMMUNICATION, and PREDICTABILITY) were used or could have been used in the listed situations to help pedestrians, bicyclists, or passengers:

   a. identify the amount of risk,

   b. reduce the amount of risk, and

   c. decide if the amount of risk is worth taking.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. Enlarge upon Activity 2. Have students demonstrate the situations viewed on the tour. Discuss how the use of traffic safety concepts lowered the risk in each demonstration situation.

4. Students write poems in Seven Line Contrast Form. An example follows:

SEVEN LINE CONTRAST POEM

one word	—	subject noun	Risk
two words	—	adjectives	Low, high
three words	—	participles	Observing, identifying, communicating
four words	—	related nouns	Chance, danger, hazard, peril
three words	—	participles	Predicting, deciding, acting
two words	—	adjectives	Best, wisest
one word	—	noun opposite of subject	Safety

SUMMARY

Risk acceptance is how much risk people are willing to take to do what they want to do in a street environment. Risk is the chance highway users take of getting hurt in traffic. Since some places and situations are more dangerous than others, highway users must identify the dangers so that they can decide how much risk they are willing to take. Highway users must use the decision-making process, communicate with other highway users, and act predictably. They must decide how important it is to do what they want to do *compared* with the chance of getting hurt. If the risk is too high, they can choose another action or not take any action at all. The wise and responsible highway user will choose the safest actions with the least risk.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have them *define* the term *risk acceptance* in relation to highway safety. Then have the students *describe how risk acceptance related* to each *traffic safety concept.* An assessment key is provided. To achieve the objective the student should correctly define the term risk acceptance and correctly describe three of the four traffic safety concepts. Score, record, and give help where needed.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

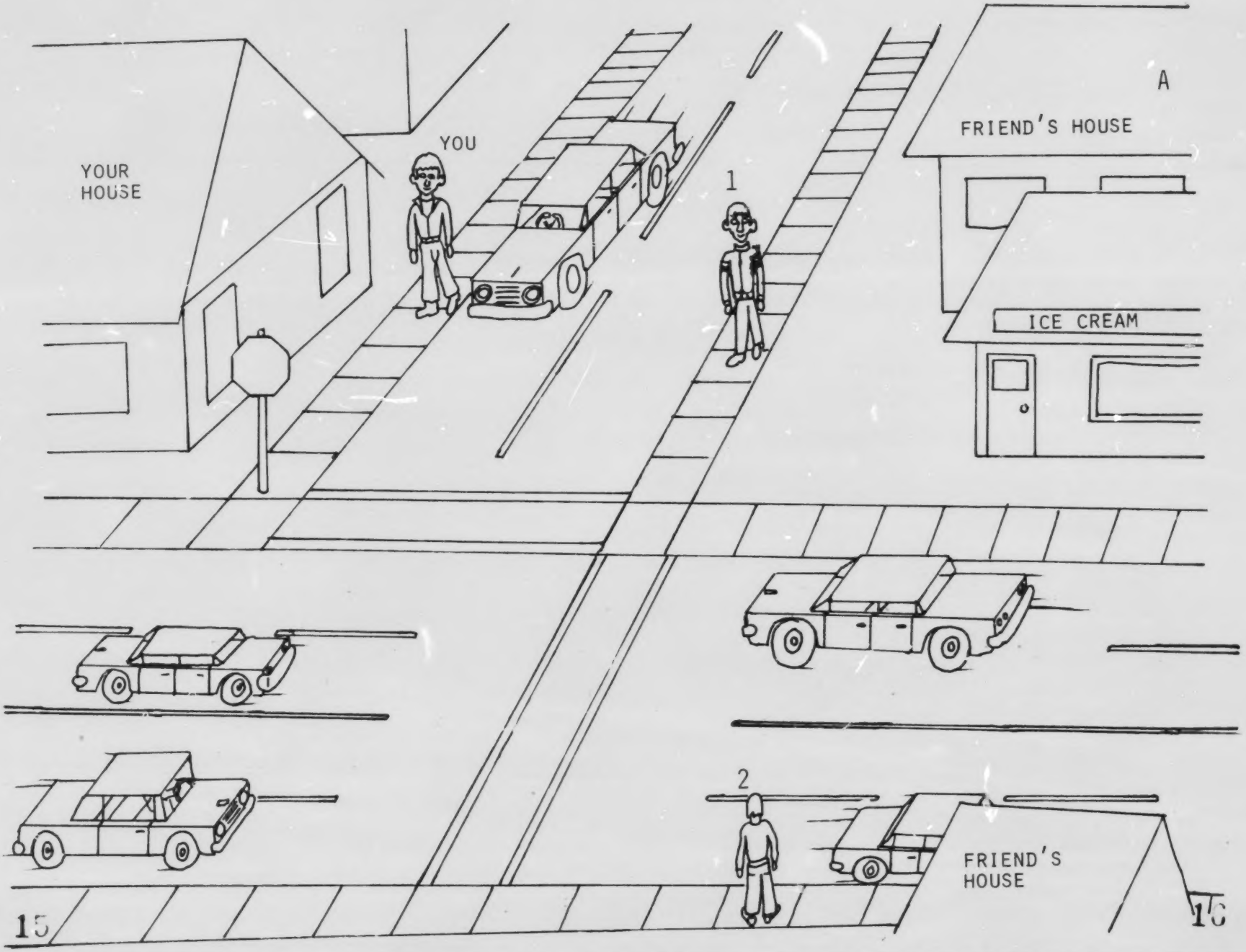
Changing lanes or turning without giving an arm signal.

Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.



SC-VIII

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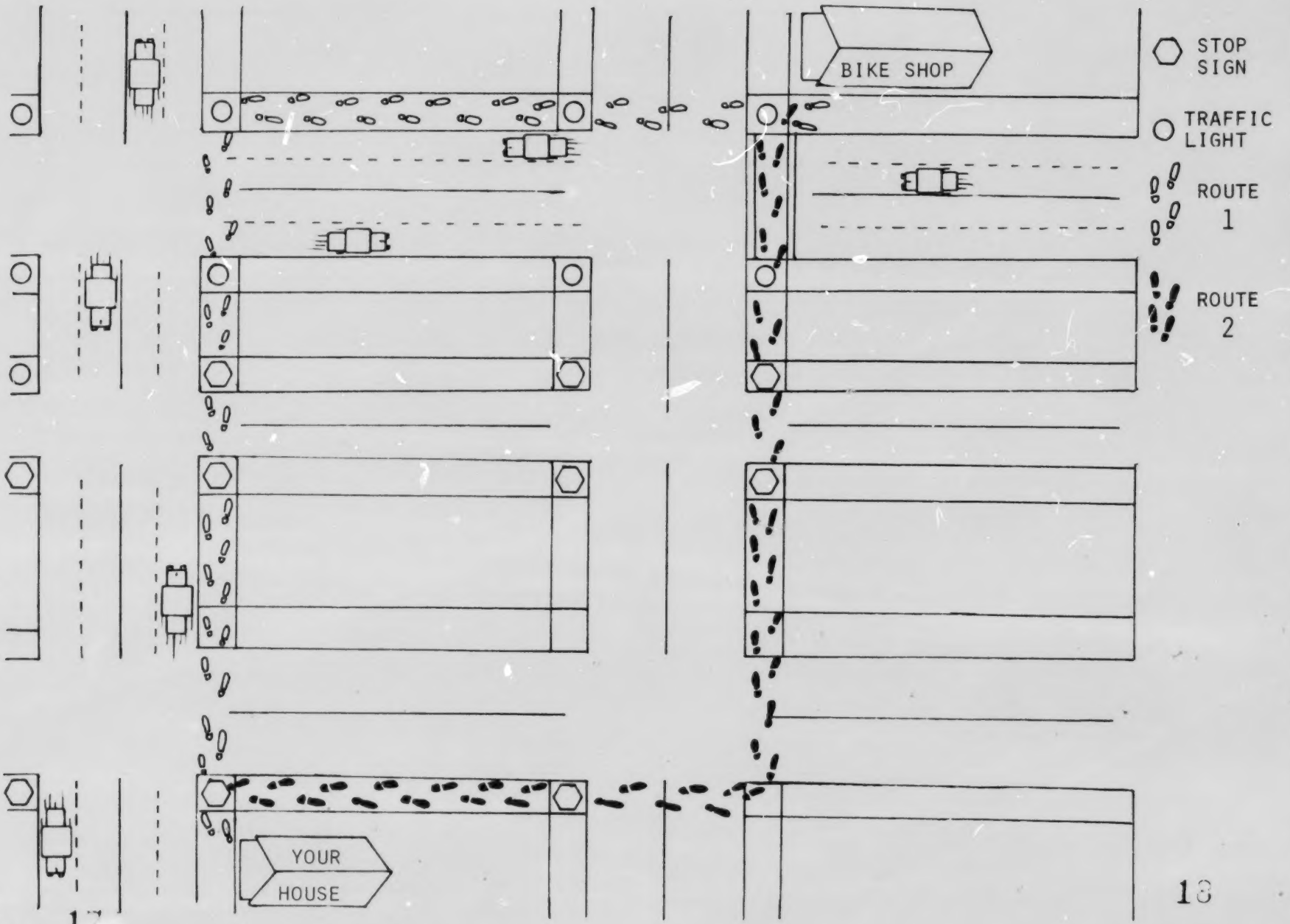
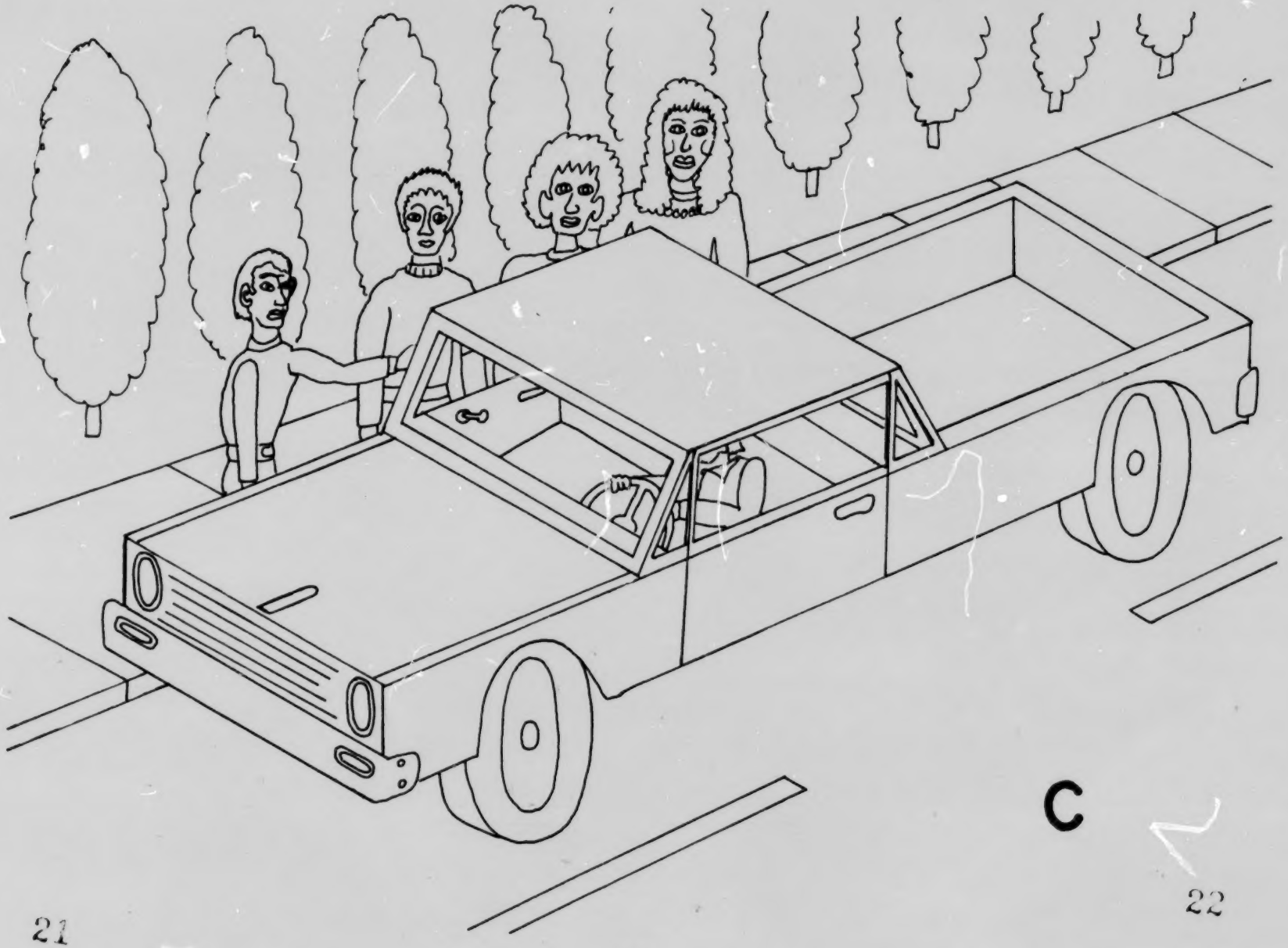


SC-VIII

Situation:	You want to ride your bicycle from your house to the bicycle shop. Which route will you follow?
Identify:	Route 1 follows multi-lane, heavily traveled streets. Route 2 goes along narrow, neighborhood streets that have less vehicle traffic.
Predict:	Because of the many distractions and the higher speed the vehicle drivers will have greater difficulty in seeing you on the heavily traveled, multi-lane streets and the amount of risk will be greater there. It would be less risky if you travel Route 2.
Decide:	Take Route 2.
Act:	Follow Route 2 from your home to the bicycle shop. As you ride stay on the right, move in the same direction as traffic, obey all signs and signals, communicate with other users, use the crosswalk, and walk your bike across the multi-lane street.
Remember:	Intelligent, safer persons choose the route which involves the least amount of risk and still lets them reach their goals.



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Situation: You and three friends want to go to the lake. Your brother has agreed to take you in his pickup truck.

Identify: There are four passengers and only two passenger places in the truck cab. The amount of risk of being injured or killed is much greater for anyone who rides in the back of the truck. Passenger risk is also greater if your brother is not a skilled, experienced driver.

Predict: It will be more dangerous for passengers who ride in the rear of the truck. You need to check for safer transportation. Your parents will expect you to get their permission before riding with anyone else, even your brother. Your brother is a safe responsible driver.

Decide: Decide that you should try the following:

1. Find safer transportation where all can ride *inside* the vehicle. If the pickup is the only vehicle available, decide if the trip to the lake (your goal) is worth the risk involved.
2. Get your parents' permission to ride with your brother.
3. If you can't find your parents decide not to go.

Act:

1. If you can, find safer transportation for your large group of passengers.
2. Get your parents' permission to ride with your brother.
3. If the pickup is used, passengers in the rear sit on the pickup bed with their backs against the cab and remain seated there for the whole trip to the lake.

Remember: The amount of risk is greatly increased for passengers who must ride in the rear of a pickup truck. Their chances of being injured or killed are much greater than for those who ride in the cab.

NOTE: Discuss situation A, *then B.* Compare the two situations.

Situations:

A. You want to cross a lightly traveled, narrow, neighborhood street to visit a friend (FRIEND 1).

B. You are at the Ice Cream Shop and want to cross a heavily traveled, wide street to get your friend (FRIEND 2).

Identify:

A. There is very little traffic and the street is narrow. The amount of risk is low.

B. There are many vehicles moving up and down the wide street. The street has a marked crosswalk but no traffic signal light. The amount of risk is great.

Predict:

A. You could cross this street at midblock with little danger of being injured or killed.

B. 1. You probably will be hit if you try to cross at midblock.

2. You probably will be able to cross more safely at the corner in the marked crosswalk.

3. There may be a gap in traffic which will give you enough time and distance to cross and the drivers are usually more alert at the crosswalk.

Decide:

Using all traffic safety techniques you have learned, decide that you should:

A. 1. Check carefully for any traffic.

2. If there is none, cross the street at midblock and visit your friend.

B. You decide to cross at the corner.

Act:

A. Check carefully for any traffic. If the street is clear, cross it at midblock.

B. You walk to the corner with the marked crosswalk. Look both ways and determine when the gap in traffic is large enough to give you sufficient time and distance to safely cross the street. Carefully but quickly cross the street.

Remember:

When the amount of risk is just too great it is better either to not take any action or to wait until the situation involves less risk, than it is to take a chance of being hurt or killed.

TRAFFIC SIGNS & SIGNALS

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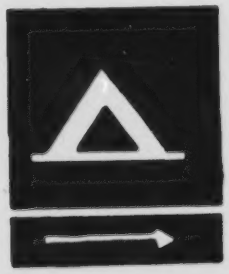
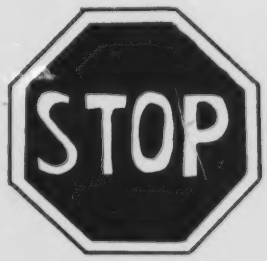
9. 

10. 

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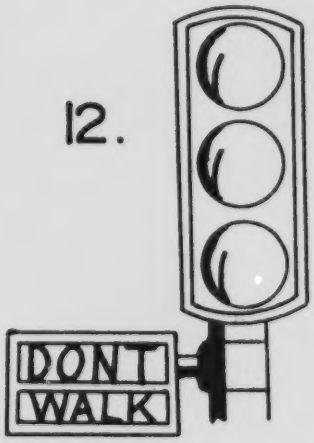
12. 

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TRAFFIC SIGNS AND SIGNALS

NAME	COLORS*	TYPE
1. Pedestrian crossing.	Yellow and black.	Warning sign.
2. Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3. Hill.	Yellow and black.	Warning sign.
4. Bicycle Route.	Green and white.	Guide or information sign.
5. Yield.	Red and white.	Yield right-of-way; proceed with caution.
6. *No* Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7. Speed limit (mph).	White and black.	Regulatory sign.
8. School crossing.	Yellow and black.	School area warning sign.
9. Camping.	Blue and white.	Service sign.
10. STOP sign.	Red and white.	Stop sign only.
11. Railroad.	Yellow and black.	Railroad sign.
12. Don't Walk or Walk.	Red. Green or white.	Traffic signal.
13. Do Not Enter.	White and red.	Regulatory sign.

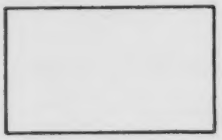
*These COLORS are new international colors which will soon be used throughout the world.

INFORMATION SHEET:

STANDARD SHAPES AND COLORS OF
TRAFFIC SIGNS

OCTAGON:
Exclusively for
Stop signs.

PENNANT:
Advance warning of
No Passing Zones.



HORIZONTAL
RECTANGLE:
Generally for
guide signs.

VERTICAL
RECTANGLE:
Generally for
regulatory signs.

DIAMOND:
Exclusively to
warn of existing
or possible hazards
on roadways or ad-
jacent areas.

EQUILATERAL
TRIANGLE:
Exclusively for
Yield signs.

PENTAGON:
School advance
and school cross-
ing signs.

ROUND:
Railroad (Advance
Warning) signs.

STANDARD COLORS:

RED: Stop or prohibition. GREEN: Indicated movements permitted, direction quidance. BLUE: Motorist services quidance. YELLOW: General warning. BLACK: Regulation. WHITE: Regulation. ORANGE: Construction and maintenance warning. BROWN: Public recreation and scenic quidance.

INFORMATION SHEET

(color, shape, and lettering of signs)

STOP SIGN	–	Means stop. It is a white message with white border on red background. The sign is octagon shaped.
YIELD SIGN	–	Means slow to 15 mph or less and proceed with caution. The YIELD sign is a downward pointing, equilateral triangle having a red border band leaving a white interior with the word Yield in red inside the border band.
WARNING SIGN	–	Means danger ahead, proceed with caution. Coloring is traditionally black on yellow and the shape is diamond.
REGULATORY SIGN	–	Contains a specific instruction to the driver. The signs are rectangular with black lettering on white background.
RAILROAD SIGN	–	Means a railroad intersects the path. The Highway sign is round, and is yellow with black lettering and black crossbuck. The railroad crossing sign is a crossbuck sign painted white with black lettering.
SCHOOL CROSSING SIGN	–	Means a crossing near a school. The signs are pentagon shaped, yellow in color with a black border band, lettering and figures. The school crossing sign has two figures walking within a crosswalk carrying books while the advance warning sign has just the figures carrying books but not showing a crosswalk.
GUIDE SIGN	–	Provides information. It is green with a white border band and lettering. For most guide signs the information is so variable that there can be no rigidly standardized size.

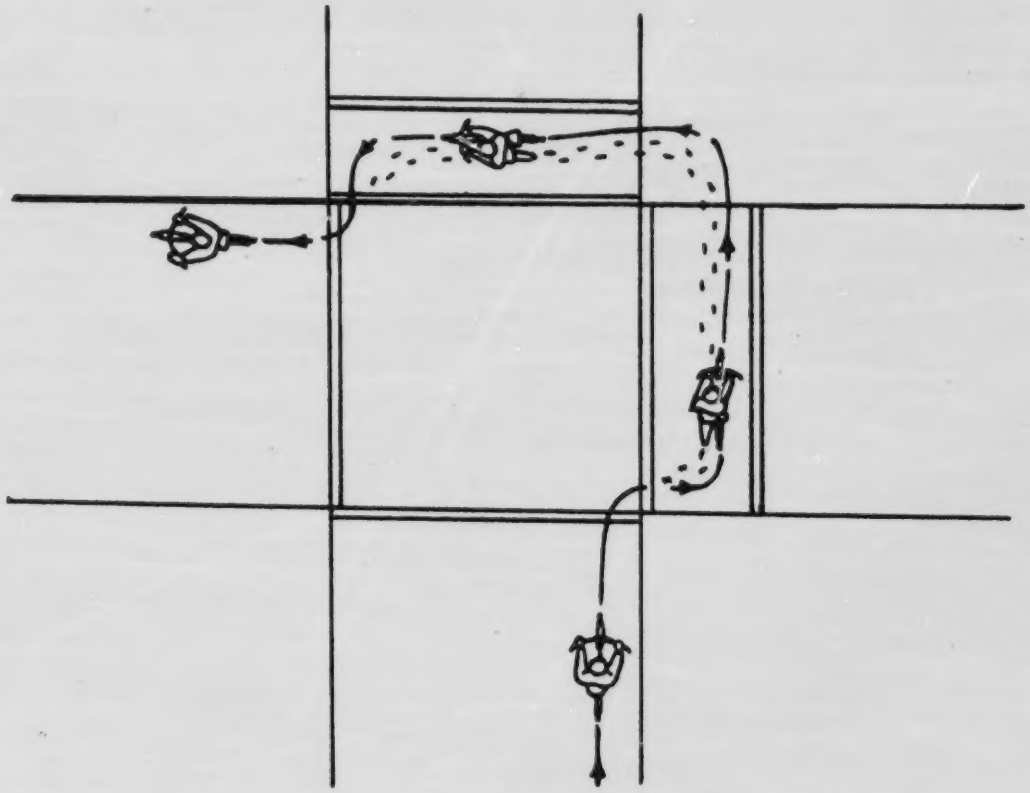
OPERATION OF BICYCLES

AND PLAY VEHICLES:

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less travelled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right-of-way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Refuse to carry passengers or large packages.
10. Make bicycle repairs off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should be painted white.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line - never weave in and out of traffic.
21. On less travelled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

OPERATION OF BICYCLES

AND PLAY VEHICLES:

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

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A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

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No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practical, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycle has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nightime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA HIGHWAY DEPARTMENT
Traffic Safety Division
1655 West Jackson
Phoenix, Arizona 85007

ASSESSMENT EXERCISE NAME _____

1. Risk acceptance is _____

_____

_____

Risk Acceptance and Traffic Safety Concepts:

2. Why do highway users accept high risks when they enter the hostile street environment? _____

_____

_____

3. How is the risk accepted by a highway user influenced by the decision-making process?

_____

_____

_____

4. How does communication help highway users to lower the risk they accept in traffic?

_____

_____

_____

5. How does acting predictably lower the risk the highway user has to accept? _____

_____

_____

_____

ASSESSMENT NAME KEY

Award 2 points for each correct response.

Partial credit may be given.

1. Risk acceptance is how much risk persons are willing to take to do what they want to do in the street environment.

2. The hostile street environment is made for heavy, high-speed traffic, not for people.

3. The highway user must identify the important clues, predict what might happen, and then decide on the safest action with the lowest risk.

4. Communication helps highway users to tell others what they are going to do.

5. When highway users obey a common set of rules and regulations, others know what to expect from them.

BICYCLE SAFETY – EIGHTH GRADE

"RISK ACCEPTANCE AND THE BICYCLE RIDER"

OBJECTIVE ONE

Given a simulated traffic situation the student will *describe how* a bicyclist while mixing with traffic uses the decision-making process to decide how much risk he is willing to accept to accomplish a goal.

NOTE: Either Traffic Safety Concepts – Eighth Grade or other instruction on risk acceptance and traffic safety concepts should be completed before this lesson. For additional information on risk and risk acceptance, consult the information sheets included with this lesson.

KEY POINTS

1. When the bicycle riders mix with traffic, they accept a high risk because bicycles are smaller than automobiles and travel at slower speeds. Bicycle riders have very little protection. If they have an accident, they usually suffer the injuries. While mixing with traffic, they must identify how much risk they will have to take to do what they want to do. They have to decide whether their goals are worth the risk.

2. While mixing with traffic, bicycle riders can use the decision-making process to select the action that involves the least risk:

   a. *Identify the important clues:* the direction, the amount, and speed of traffic, well-marked intersections, bicycle paths and sidewalks, the time of day, and the kind of weather. These important clues tell a bicycle rider how much risk there is. For example: If Eric selects a bicycle route from home to school that includes quiet, neighborhood streets with a bike route, he is accepting less risk than if he selects a busy, four-lane street without sidewalks or bike routes.

   b. *Predict what other highway users may or may not do.* Once bicycle riders identify the important clues, they can predict how much risk there is.

      For example: When bicycle riders select quiet, neighborhood streets with a bike route for their way from home to school, they can predict that the traffic will be slower, the drivers will be more alert to bicycle riders, and the amount of risk the bicyclists accept will be lower. On the other hand, if they select busy, four-lane streets, they can predict a high amount of risk because the speed of the traffic will be faster and the drivers will be more concerned with other traffic and not as alert to bicycle riders.

c. *Decide on the best action to take in the safest place.* To make this decision, bicycle riders must compare the importance of their goals with the risk and the possible loss. If the risk and possible loss are too high, other choices should be made. Another choice is not to take any action at all.

In all cases bicycle riders should yield the right-of-way to pedestrians and automobiles. For example: If bicycle riders wait to cross a busy street, they accept less risk if they get off thier bicycles and walk the bike across the street at a well-marked intersection. Any other action, such as using the traffic left-hand turn lane, involves a very *high* risk to accomplish the goal of crossing the street. The same goal can be achieved and the risk greatly reduced if the bicycle rider decides on the best action at the safest place.

d. *Take the most predictable action with the least risk.* This way, bicycle riders will be as safe as possible while mixing with traffic.

3. If bicycle riders *communicate* with other highway users and are predictable, they lower the risk.

4. How much risk to accept is a difficult decision to make. If bicycle riders identify clues, predict the actions of others, and decide on the risk, they can make safer decisions.

MATERIALS NEEDED

Make transparencies from masters A, B, C and D. Obtain overhead projector. (Activity 1)

Secure materials and assistance needed to conduct "A Bicycle Rodeo." See the "Appendix" included with this lesson. (Activity 3)

For each student make a ditto copy of an outline map of your school attendance area. (Activity 4)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of the lesson.

1. Previously (Traffic Safety Concepts – Eighth Grade, "Risk Acceptance And Traffic Safety" or similar instruction) students learned risk acceptance is how much risk you are willing to take in the hostile street environment to do what you want to do.

   A bicycle rider mixing with traffic *accepts a high amount* of *risk.* Bicycles are smaller than an automobile and travel at a slower speed. In addition, if there is an accident the bicycle rider has very little, if any, protection and usually receives the injuries.

Show transparencies A, B and C. Discuss and have students describe how the bicyclists use the *decision-making process* to determine how much risk they are willing to accept to reach their goals. (See back of each master for ideas.)

2. Begin as in Activity 1. Add a *walking tour* through your school neighborhood. Attempt to walk as many of the streets as is physically possible. Instruct students to stay with the group and walk in an orderly manner.

   As you take the walking tour stop at points along the way and identify situations and locations requiring the bicyclist to accept a high amount of risk. Discuss the options available at each point and have students decide if reaching the particular goal would be worth the amount of risk the bicyclist would have to accept. Note locations and situations which would involve an acceptable or lower amount of risk.

   Upon returning to the classroom have students list the situations and locations viewed. Discuss how the decision-making process could be used to help the bicyclist:

   a. identify the amount of risk,

   b. reduce the amount of risk, and

   c. decide if the amount of risk is worth taking.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. To enlarge upon Activity 1 and to review the major bicycle safety concepts, have students conduct "Bicycle Rodeo" activities for primary grade classes. (See the Appendix, "Suggestions For Conducting A Bicycle Rodeo," included with this lesson.)

4. Provide each student with an outline map of your school attendance area. As a social studies exercise have each student enlarge upon Activity 2 by charting the safest bike route to school. Students may develop their own map legend to identify objects, signs, etc., along the route (i.e., $\underline{\overline{o}}$ = Traffic Signal light).

SUMMARY

When bicycle riders mix with traffic, they are in a dangerous situation and accept a very high risk. Bicycles are smaller than automobiles and they travel at a slower speed. Bicycle riders have very little, if any, protection and they usually receive the injuries. Bicycle riders can use the decision-making process to select the action that has the least risk. They have to compare how important their goal is with the risk and the possible loss. If the risk and the possible losses are high, then they should make other choices. If bicycle riders identify the important clues, predict what others may or may not do and how much risk there is, they can make better decisions and take the safest actions while mixing with traffic.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have the students describe how the bicycle rider in the given situation uses the decision-making process to decide how much risk the rider will accept to accomplish a goal while mixing with traffic. An assessment key with scoring directions is provided. To achieve the objective the student should describe at least two parts of each question. Score, record, and give help where needed.

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18. Carry parcels only in an approved rack or carrier.
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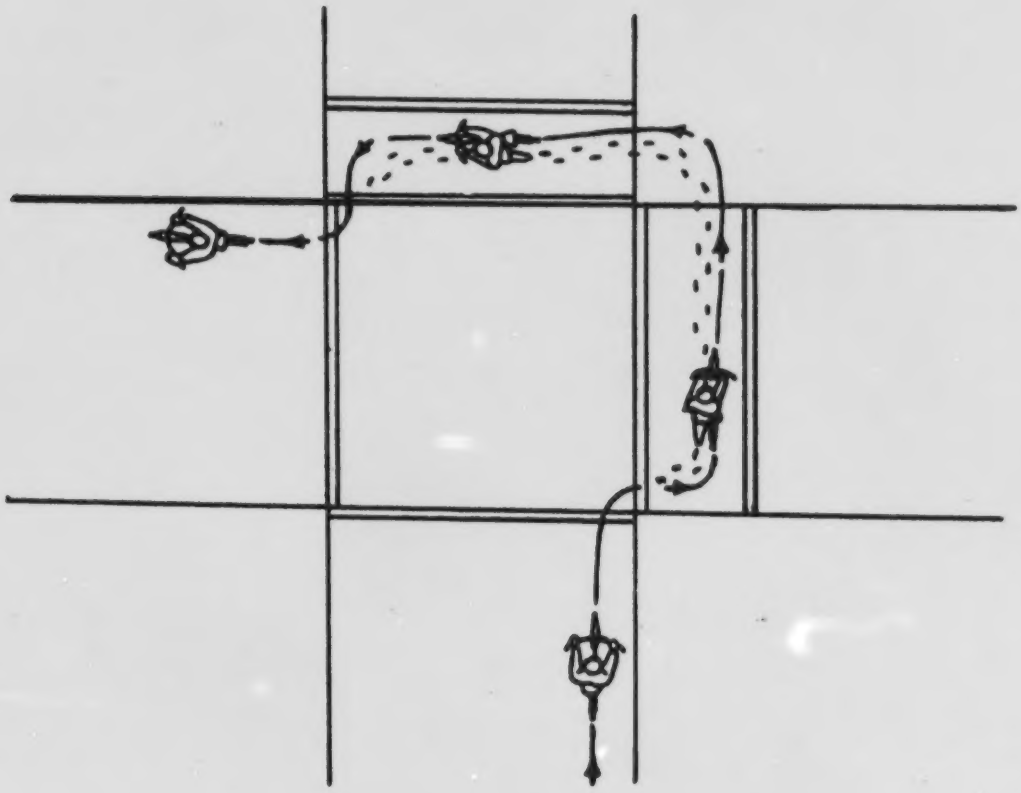
21. On less travelled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK ACCEPTANCE

Risk acceptance is the amount of risk a person is willing to take to accomplish his goal

1. The street is a hostile environment because of the risk of being injured or killed. It is important to be aware of dangers so the amount of risk required to reach a goal can be clearly identified.

2. The amount of risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). After identifying the important clues, predicting what might happen, and deciding the best action to take, the highway user must identify how much risk he is willing to accept to achieve his goal. The person who wants to be safe in traffic will decide to do that which involves the lowest amount of risk.

3. Communication helps highway users more clearly identify the amount of danger and select the safest actions that reduce the amount of risk which must be accepted in reaching the goal.

4. Highway users are predictable when they communicate with others to tell what they are going to do. When they obey a common set of rules and regulations and are predictable the amount of risk the user must accept to achieve a goal is reduced.

5. When all the choices to achieve a goal involve the acceptance of too much risk, the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

Changing lanes or turning without giving an arm signal.

Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

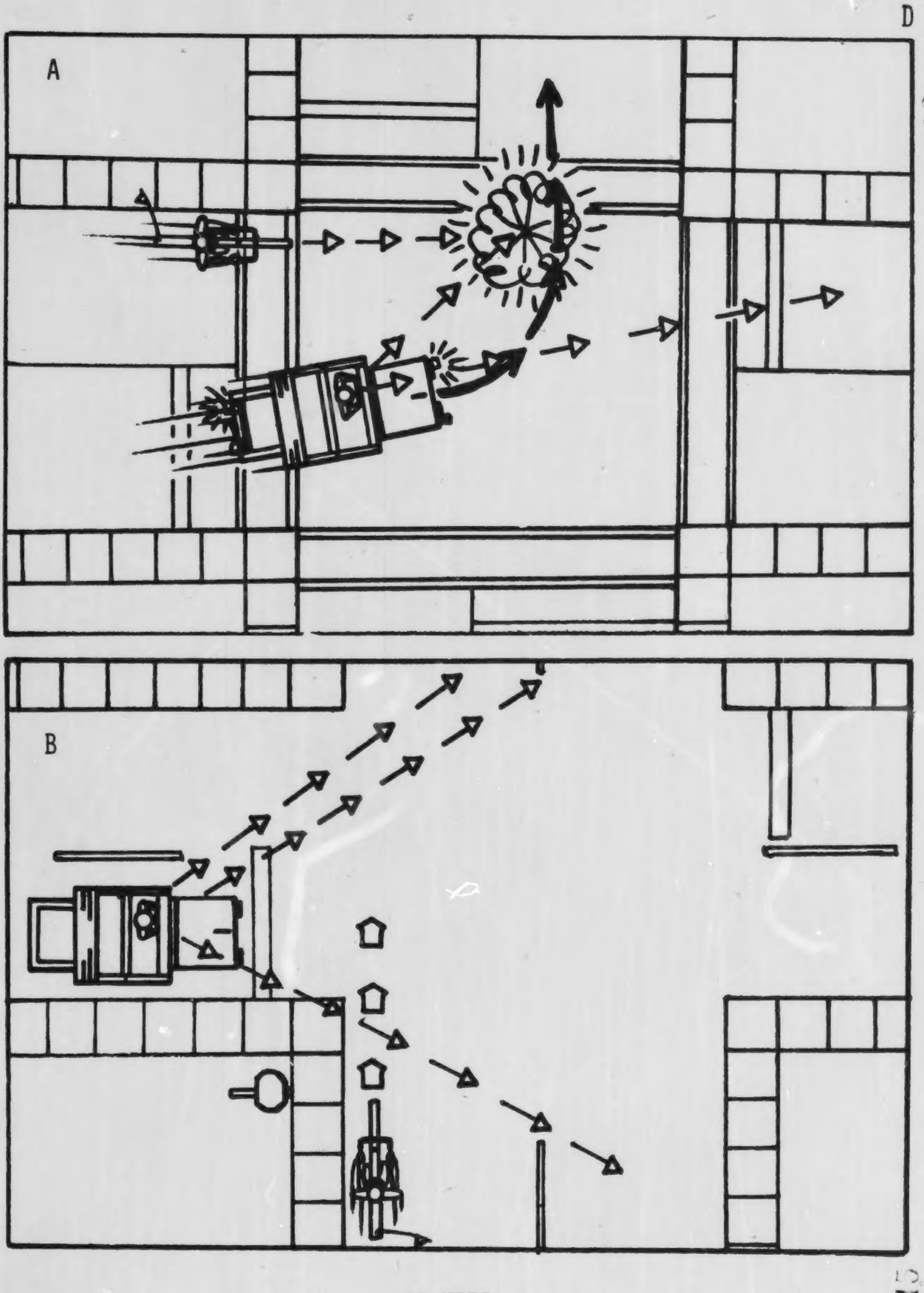
1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.


D
A
B

Note: Discuss situation A, *then B*. Compare the two situations.

Situations:

A. You are riding up the *left side* of the street and moving *toward* traffic on that side of the road. A car is turning left in front of you.

B. You are riding along the left side of the roadway and moving toward traffic on that side. A car is stopped at the intersection.

Identify: Drivers won't expect you to be moving in that direction on that side of the road.

Predict:

A. The driver will look ahead at the oncoming lane and seeing no oncoming traffic, will turn left moving directly in your path, not looking back to the left for traffic.

B. The driver will look left, then right, and then left again. If there is no oncoming traffic the driver will pull out into the path of the bicycle, usually not seeing you, especially if the view is blocked by cars, utility poles, or other obstructions.

Decide: Using all traffic safety techniques you have learned, decide that you should:

Ride on the right side of the street moving in the same direction as traffic.

Act: Ride on the right, move in the same direction as traffic.

Remember: The amount of risk is less when you are predictable and ride on the right in the same direction as traffic.

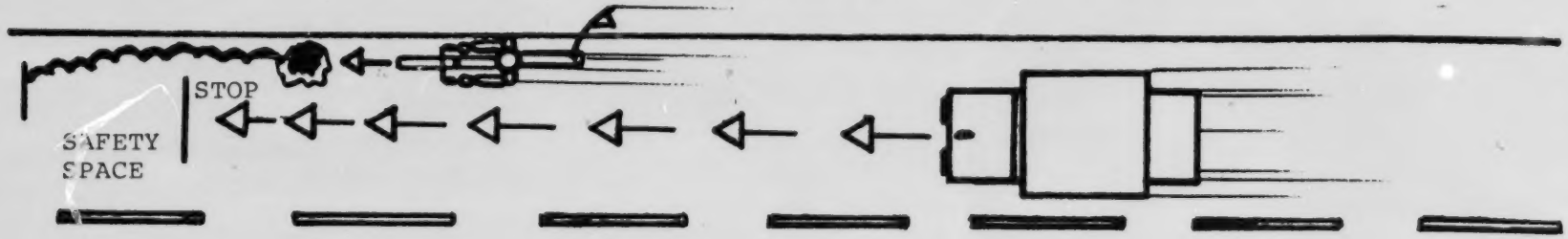
TWO ROAD SITUATIONS

C

ROAD SITUATION #1

BI-VIII

ROAD SITUATION #2



Note: Discuss situation A, *then B*. Compare the two situations.

Situation:

A. You are riding your bicycle along the right side of the road and moving *toward* the traffic. You hit a hole in the pavement and are thrown into the pathway of an oncoming car.

B. You are riding your bicycle along the right side of the road and moving in the *same direction* as traffic. You hit a hole in the pavement and are thrown into the pathway of the car following you.

Identify:

A. You are moving toward the oncoming car and will continue to move in that direction when you're thrown into the car's pathway.

B. You are moving with traffic and will continue to move ahead when you're thrown into the car's pathway.

Predict:

A. 1. There will be less space between you and the car because you will be moving toward each other.

2. There will be greater chance of a head-on collision and less distance for stopping the car.

3. You will suffer greater injury.

B. 1. There will be more space between you and the car because you are moving in the same direction as the car.

2. There will be less chance of a head-on collision and more distance for stopping the car.

3. You will probably still suffer injury but your chances for death or serious injury are less.

Decide:

Using all the traffic safety techniques you have learned, decide that you should:

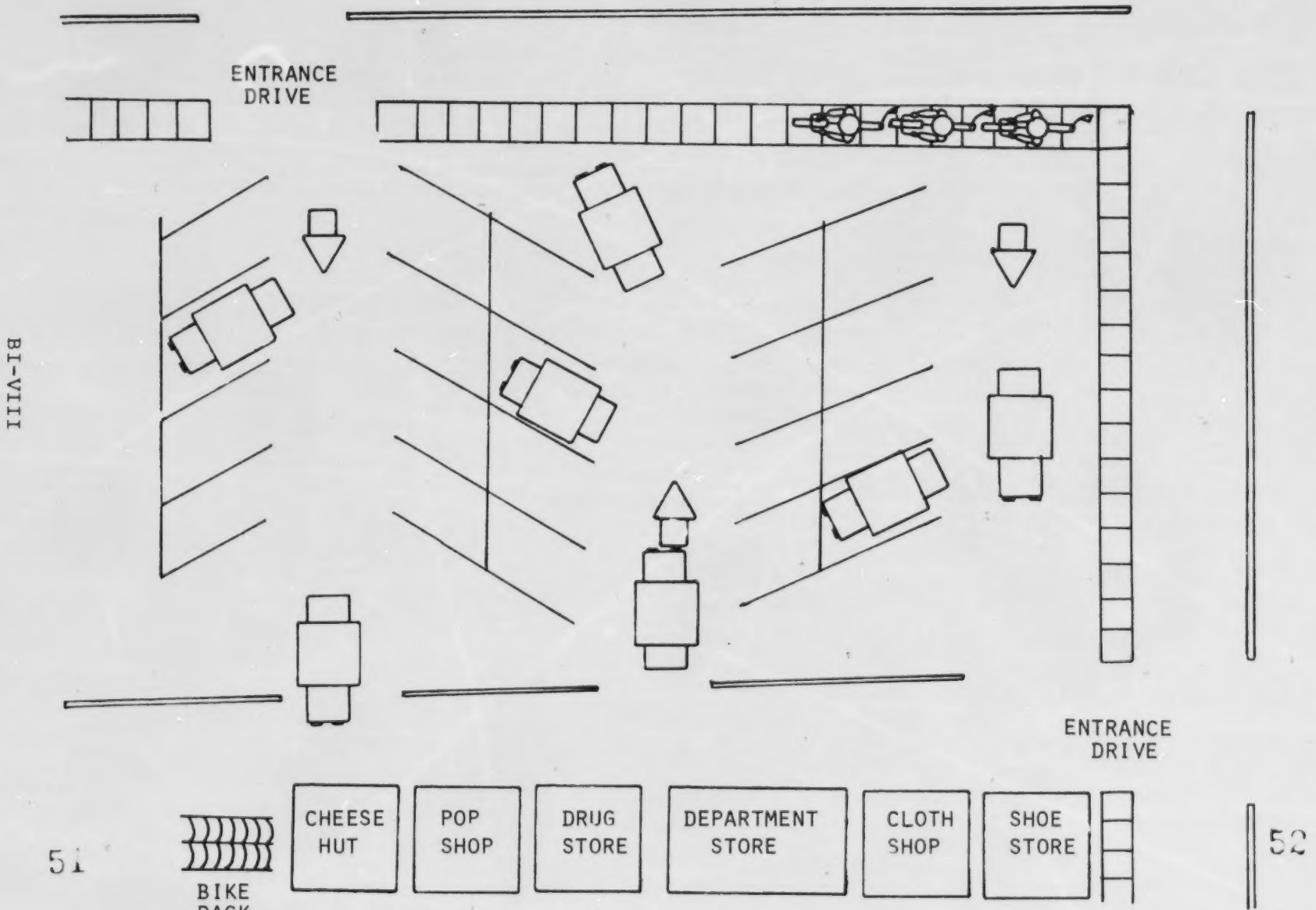
Ride on the right side of the street moving in the same direction as traffic.

Act:

Ride on the right side of the street moving in the same direction as traffic.

Remember:

Even when you do have an accident the amount of risk of being seriously injured or killed is less when you increase rather than decrease the distance between yourself and another vehicle.


ENTRANCE
DRIVE
ENTRANCE
DRIVE
BIKE
RACK
CHEESE
HUT
POP
SHOP
DRUG
STORE
DEPARTMENT
STORE
CLOTH
SHOP
SHOE
STORE

BI-VIII

Situation: You and two other friends are riding to the Pop Shop located in a nearby shopping mall.

Identify: There are entrance driveways into the lot. Many cars are in the lot, either backing out of a parking slot or moving toward an empty one.

Predict: Drivers do not expect you to drive through the lot. They expect you to ride on the sidewalk, or in the street near the curb in the same direction as traffic and up the curb side of the entrance drive with traffic.

Decide: How much risk are you willing to accept? Will your gain be worth the potential loss?

Option 1. Cut through the parking lot and across the parking spaces. It will save you time.

Option 2. Ride side by side up the sidewalk or in the street near the curb and in the entrance drive. Riding side by side it will be easier to talk.

Option 3. Ride single file near the curb either on the sidewalk or in the street and up the curb side of the entrance driveway. Ride in the same direction as traffic.

Remember: The *amount* of *risk* you are willing to take greatly influences your decision making. However, identifying the safest action with the lowest amount of risk that will still permit you to reach your goal, you will decrease your chances of being hurt or killed in the hostile street environment. You must decide if the gain you may get in doing what you wish is worth the loss you may suffer. Choosing to take no action is a final option which is usually open to you.

Act: Which option did you choose to follow in obtaining your goal? Why?

Option 1. Riding through the parking lot and across parking spaces you are accepting a large amount of risk. You could easily be hit by a backing driver who doesn't expect you to be there and who may be unable to see you because other cars block the view.

Option 2. If you ride side by side you are a danger to pedestrians if on the sidewalk and cars will have difficulty in avoiding you if you're in the street or entrance drive.

Option 3. If you ride single file up the sidewalk or street and in the entrance drive, staying on the right side of the street or drive and moving in the same direction as traffic, you are taking less chance of being hurt or injured and you will still reach your goal in just about the same amount of time with less chance of loss of your life.

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AND PLAY VEHICLES:

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Phoenix, Arizona 85007

BICYCLE SAFETY – EIGHTH GRADE

ASSESSMENT NAME _____

TOTAL SCORE _____

1. Eric is selecting a bicycle route from home to school. One route is longer than another and takes Eric over quiet neighborhood streets with sidewalks. The other route is shorter, but Eric must ride on a busy four-lane street. Describe how Eric can use the decision-making process to decide how much risk he will accept by selecting the shorter route over the longer route. What is the safest route for Eric?

2. While riding home from the store on her bicycle, Susan has to cross a very busy street with a well-marked intersection. She will have to make a left-hand turn. Describe how Susan can use the decision-making process to decide how much risk she will accept if she crosses the street with the regular flow of traffic. What is the safest action for Susan to take?

3. Denise and her friends are riding their bicycles and decide to take a short cut through a parking lot. Describe how Denise and her friends can use the decision-making process to determine how much risk they will accept if they take this short cut and whether the goal is worth the possible loss. What is the safest action?

BICYCLE SAFETY – EIGHTH GRADE

ASSESSMENT NAME KEY

Scoring Directions: For each question allow **3** points for answers that identify the important clues and the amount of risk involved, predict what might happen, and decide on an action with the least amount of risk. Partial credit may be given, 1 point for each part. Total Points = **9**.

3 points

1. a. Identify
   - the long route has quiet streets with little traffic and sidewalks,
   - the short route has four lanes of traffic, heavy traffic,
   - no bike paths or sidewalks.

   b. Predict
   - the long route – traffic will be slower and the drivers more alert for bicycle riders,
   - the short route – drivers will drive fast and not be as alert for bicycle riders.

   c. Decide – the safest route is the long route.

3 points

2. a. Identify
   - a busy street with heavy traffic,
   - a well-marked intersection,
   - fast traffic.

   b. Predict – drivers will not be alert for a bicycle rider making a left-hand turn with the traffic.

   c. Decide – the safest action is to walk the bike across the intersection in a marked crosswalk with the traffic signals and after the traffic has stopped.

3 points

3. a. Identify
   - entrances to the parking lot,
   - many cars either parking or moving to an empty space.

   b. Predict
   - drivers do not expect bicycle riders in a parking lot,
   - bicycle riders should use the sidewalk or bike path.

   c. Decide – the safest action is to ride around the parking lot and use the sidewalk.

APPENDIX

SUGGESTIONS FOR CONDUCTING A BICYCLE RODEO

One activity eighth grade students may utilize to review traffic safety concepts and bicycle safety is to *conduct* "A Bicycle Rodeo" for kindergarten or first grade classes. At other grade levels sixth graders may act as *assistants* to the *teacher.*

A bicycle Rodeo is a test of bicycle skill. It is composed of eight parts:

Part 1 – *Inspection:* Is the bicycle in good mechanical condition?

Part 2 – *Bicycle Adjustment:* Is the bicycle properly adjusted for the rider?

Part 3 – *Balance:* How good is the rider's sense of balance in mounting the bicycle?

Part 4 – *Maneuvering and Changes of Balance:* How skillful is the rider in changing balance when changing direction?

Part 5 – *Slow Rider Exercise:* Can the rider balance satisfactorily on a bicycle?

Part 6 – *Obstacle Course:* Can the rider satisfactorily control the bicycle in a limited space?

Part 7 – *Signalling, Turning, Maneuvering, and Stopping:* What is the rider's knowledge and skill in these requirements?

Part 8 – *Testing Brakes:* Are the brakes properly adjusted and in good working order?

SUGGESTIONS FOR CONDUCTING A BICYCLE RODEO

SPONSORS

There are several groups of people who may sponsor or assist in sponsoring a Bicycle Rodeo at your school.

- Parent Teacher Organizations
- Service Clubs (Optimist, Kiwanis, VFW, etc.)
- School Faculty
- Student Council
- High school safety groups
- Combination of two or more of the above

TECHNICAL ASSISTANCE

1. Local Fire Department to provide official bicycle registration.

2. Local Police Department to provide bicycle safety instruction and assist with Rodeo.

3. Twelve to fifteen people to supervise and conduct the tests and perform various duties. The number needed will depend on the number of activities used in the Rodeo and how long the Rodeo will last. (Two people can easily take care of each activity in a three- to four-hour Rodeo.) Two extra people should be available to assist where needed and to keep the program running smoothly.

4. Bicycle mechanic with necessary tools. This may be a parent, older brother or sister, high school students or a representative from a local bicycle shop. (A local bicycle shop can show workers what and how to inspect and adjust, if necessary.)

SUGGESTED PLANNING AND PREPARATION PROCEDURES

One month prior to the date of the Rodeo:

1. Contact the school administration and establish the date, time and location the Bicycle Rodeo will be held.

2. Contact the local Fire and Police Departments and arrange for their assistance.

3. Order the necessary materials from the Arizona Department of Education, such as bicycle inspection and score cards, extra Rodeo instructions, etc.

Driver & Safety Education Division
ARIZONA DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

4. Make preliminary contacts with support groups to find those that will assist with the Rodeo and make known to them your needs as to services and personnel.

5. If prizes and awards are to be presented, start arranging for their procurement either through donations from merchants or purchase, or both.

   Some groups prefer to give out one or two big prizes, such as a bicycle, and some groups prefer to give out several small items, such as flags, reflectors, headlights, etc. It is helpful to give out attendance prizes each hour to participants since two- and three-way ties are not uncommon for the skill tests. Free reflective tape to put on bicycles is available through VFW and TRAGYC organizations. (TRAGYC – Traffic Representatives of Arizona Governor's Youth Council.)

Two weeks prior to the Rodeo:

1. Confirm Rodeo schedule with all people involved and get firm commitments for their services and support.

2. Check to be sure that all equipment, materials, and prizes needed for the Rodeo have been obtained, or that they are reserved for pick up just prior to the Rodeo date.

Basic Equipment Needed and Possible Sources

Cones, stop signs, and directional signs – as required by the skills tests used. These may be available through your local high school's Driver Education Program or through the Police or Highway Departments.

Limer and lime – for marking skill test areas. May be available with cones and signs or from your school.

"Bicycle Skill Test" instructions and diagrams, attached.

"Bicycle Inspection Cards" – free from Department of Education.

Tape measure.

Tables for registration, prizes, refreshments, etc.

Wrenches, pliers, screwdrivers, hammer, lubricating oil, rags, etc. – for adjusting, tightening, and lubricating bicycle parts.

A stop watch may be required for "Slow Rider" skill test.

A portable public address system is helpful for making announcements and controlling participants.

The day of the Rodeo:

1. Plan to have all equipment, material, and prizes, and several people available at least one hour prior to the start of the Rodeo to set up registration facilities and test areas.

2. All people assisting with the Rodeo should arrive at least 30 minutes prior to starting time to be briefed on their assignments.

MISCELLANEOUS INFORMATION

Approximately 40 bicycles per hour can go through a smoothly operating Rodeo.

School Rodeos tend to attract up to 20 percent of the school population.

A Rodeo scheduled for three or four hours is generally sufficient and is the most efficient use of manpower.

Registration and licensing of bicycles can be done the day before the Rodeo. Classes registering bicycles can be rotated.

Refreshments may be sold to help pay for prizes. Fund raising should be Secondary, however.

If the Rodeo is part of a SAFETY PROGRAM, some possible concurrent safety activities are:

- Safety presentations by the Police or Fire Departments
- Safety films shown by Traffic Safety groups, such as AAA.

If two or more schools combine for a Rodeo, a centrally located shopping center or church parking lot may be preferable to the school parking lot.

BICYCLE SKILL TEST

INSTRUCTIONS

PART 1

INSPECTION

To determine the mechanical condition of the bicycle.

Inspect bicycle and check defects on inspection blank. Be sure the bicycle is in a safe mechanical condition. 50 points perfect – Subtract 5 points for lack of lights, reflector, horn or bell, or any other missing device. Subtract 2½ points for broken devices, loose handlebars or other equipment in need of repair.

PART 2

BICYCLE ADJUSTMENT

To determine if the bicycle is properly adjusted for the rider.

The rider sits on the seat with the heel of one foot placed on the pedal which is at the lowest point. The hands grasp the handlebar grips as though riding. An assistant should hold the bicycle and rider in balance. With the rider in this position, the upper part of the body should be inclined slightly forward. 25 points perfect – Subtract 5 points for each failure to meet the following standards:

1. The leg and thigh and the heel which is on the low pedal should form a straight line.
2. The seat should be parallel to the ground.
3. The upper part of the body should be inclined slightly forward.
4. The handlebar grips should be at right angles to the handlebar stem.
5. The handlebar grips should be approximately the same height as the saddle.

PART 3

THE BALANCE EXERCISE

To test the primary sense of balance while mounting the bicycle.

Two parallel lines, 6 inches apart and 75 feet in length. Place obstacles, such as stone or blocks, every 6 feet, staggering them as illustrated in the attached diagram. Place left foot on the left pedal with right foot on the ground pushing bicycle. Both hands on the handlebars. Rider to stay in this position the full length of test, then mount bicycle. Young riders can develop a sense of balance as well as a sense of momentum in turning. It

emphasizes and makes clear how slight a swing of the front wheel serves to reinstate the balance when the rider starts to topple. It trains for straight riding. 35 points for perfect – Subtract 1 point for each time the wheel touches the line, 3½ points for each obstacle hit, 5 points for lack of control, and 5 points for incorrect posture of rider.

PART 4

MANEUVERING AND CHANGES OF BALANCE

To test change of balance required by intended change in direction.

Two touching circles, each 20 feet in diameter, two inside circles 16 feet in diameter ride as close to the inside circle as possible without touching the line. Ride the figure "8" two times.

Traffic frequently demands that a bicycle rider change direction without warning. It tests the ability of a rider to shift balance and direction. 35 points for perfect – Subtract 1 point for each time wheel touches line, 5 points for stopping or touching foot to ground, and 5 points for incorrect posture.

PART 5

SLOW RIDER EXERCISE

To determine the ability of the rider to balance satisfactorily on a bicycle.

(Same diagram as test 1.) Use a stop watch, or watch with a second hand. Instruct the rider to mount the bicycle 5 to 10 feet at rear of starting line and ride between lines the full distance in not less than 25 seconds. Riding fast makes balancing easier. This tests the rider's ability to balance on the bicycle and ride straight while moving at a slow speed. 25 points for perfect – Subtract 1 point for each time the wheel touches line, 1 point for each second under 25 seconds, 5 points for each time the foot touches ground, 5 points for incorrect posture, and 5 points for each obstacle hit.

PART 6

OBSTACLE COURSE

To determine the ability of the rider to control his bicycle satisfactorily in a limited space.

Seven blocks, approximately 1 foot square, placed staggering on an imaginary line, 5 blocks 14 feet apart on one imaginary line and 4 blocks 15 feet apart on second imaginary line 7 feet from the first line as illustrated. Starting line 10 feet from the first block. Rider instructed to ride past first block and turn right. Circle second block, the third block, etc. After finishing course, return to starting point. 25 points for perfect score – Subtract 5 points for touching block, 2½ points for too wide a turn, and 5 points for touching foot on the ground, or falling.

PART 7

SIGNALLiNG, TURNING, MANEUVERING, AND STOPPING

To test the rider's ability to read signs, give proper hand signals, turn the bicycle, be able to judge distance, and stop the bicycle by using the brakes. To develop correct habits for riding bicycles in traffic.

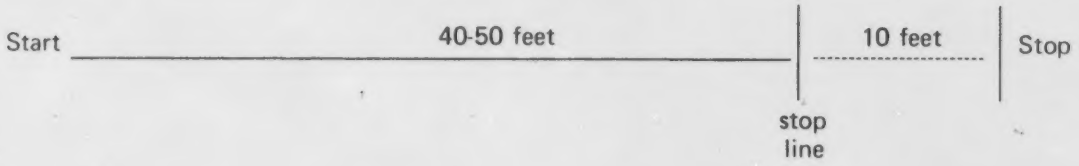
Perfect score 55 points – Subtract ½ point for each inch over 12 inches from stopping bar. 2 points off for incorrect hand signal, 2 points off for hands not on handlebars when turning, 5 points off for no hand signal, 5 points off for wrong lane riding or turning, 5 points off for running through stop sign, and 5 points off for stopping beyond white stop bar.

PART 8

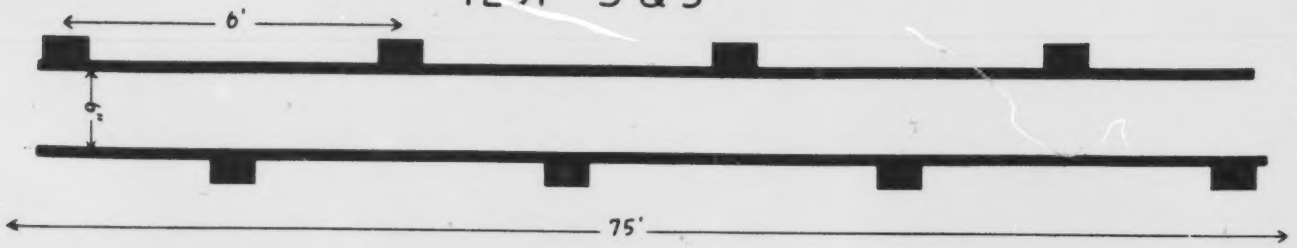
TESTING BRAKES

To test bicycle brakes and make sure they are adjusted properly and are in good working order.

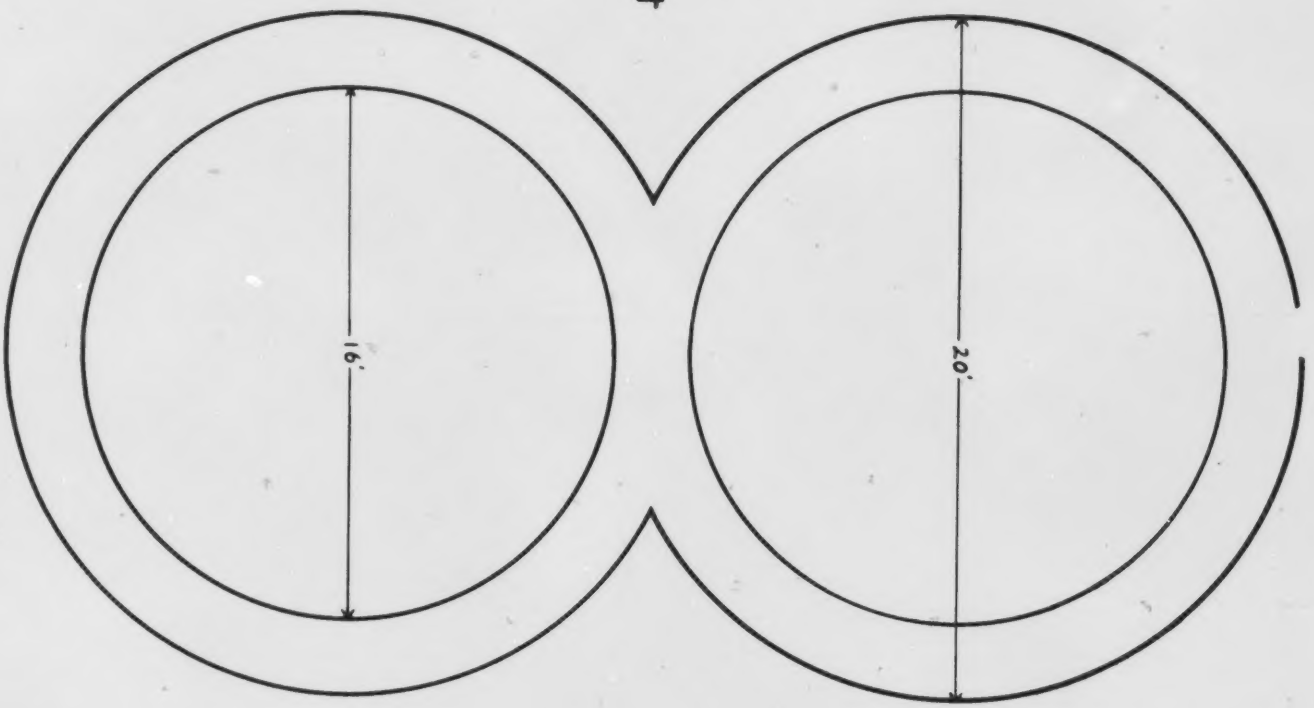
Measure off a straight area 50-60 feet long (15-18 meters) with a stop line marked approximately 10 feet (3 m) from the end. Have bicyclists speed up to the stop line, and apply their brakes at the stop line. They must stop within 10 feet after braking without using their feet to stop. 25 points for perfect score – Subtract 5 points for each extra foot needed to stop. 0 points if one or both feet were used to stop.



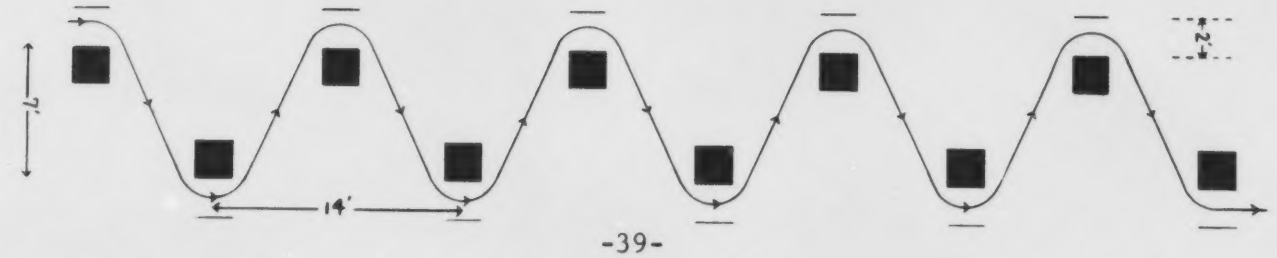
TEST *3 & 5



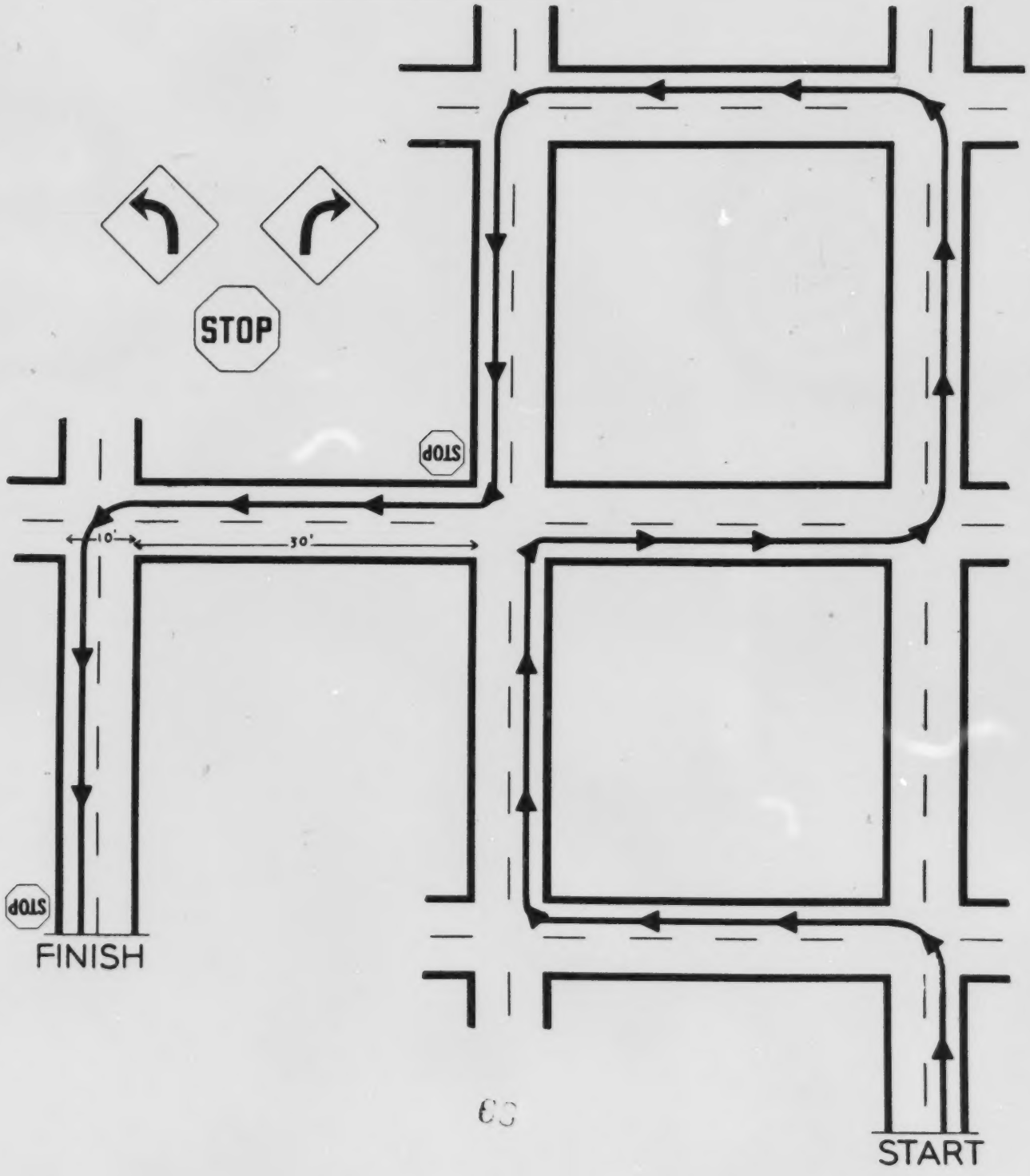
TEST *4



TEST *6



TEST #7



PEDESTRIAN SAFETY – EIGHTH GRADE

"RISK ACCEPTANCE AND THE PEDESTRIAN"

OBJECTIVE ONE

Given written examples of traffic situations, the student will *describe how* the pedestrian uses the decision-making process to decide how much risk he is willing to accept to accomplish a goal.

NOTE: Either Traffic Safety Concepts – Eighth Grade, or other instruction on risk acceptance and traffic safety concepts should be completed before this lesson. For additional information on risk acceptance and traffic safety concepts consult the information sheets included with this lesson.

KEY POINTS

1. The street is a hostile environment for pedestrians, it is made for heavy, high-speed vehicles, not for people. When pedestrians enter the street, they are in a dangerous place and they accept risk. They must be able to identify the dangers and how much risk they are taking.

2. When entering the street, the pedestrian should use the decision-making process to make a choice with the least risk:

   a. *Identify the important clues.* This includes the amount and speed of traffic, the types of signs or signals, etc. These clues tell how much risk there is. *For example:* crossing a narrow, neighborhood street is less risky than crossing a busy, four-lane street.

   b. *Predict what other highway users may do.* When pedestrians identify important clues, they can predict how much risk there is. *For example:* if they identify a narrow, neighborhood street, they can predict that drivers will probably drive slower, be more alert for children; the risk here is low. If it is a busy, four-lane street, they can predict higher speeds and that less attention will be given to pedestrians. The risk is higher here.

   c. *Decide on the best action to take in the safest place.* To make this decision, pedestrians must compare the importance of their goals with the risk and possible loss. If the risk and possible loss are high, other choices should be made. Another choice is not to take any action at all.

      For example: if the pedestrians cross at a well-marked intersection rather than in the middle of the block, the risk is lower. Signs and signals help them to cross the

street there. Drivers pay more attention to pedestrians at intersections. If pedestrians cross at any other place, they accept a higher *risk*. The goal (crossing the street) may not be worth it. A different choice could lower the risk.

d. *Take the most predictable action with the least risk.* This way, the pedestrian will be as safe as possible.

3. If pedestrians *communicate* with other highway users and are *predictable* they lower the risk.

4. How much risk to accept is a difficult decision. If pedestrians identify clues, predict the actions of others, and decide on the risk, they can make safer decisions.

MATERIALS NEEDED

Make transparencies from masters A, B and C. Obtain overhead projector. (Activity 1)

Masking tape (or chalk) for setting up simulated street corners in your classroom. See "Directions For Setting Up Simulated Street Intersections" included with this lesson. (Activity 2)

Make buildings and secure materials and assistance needed to conduct Tot Safety Town. See the "Appendix" included with this lesson. (Activity 3)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Previously (Traffic Safety Concepts – Eighth Grade, "Risk Acceptance And Traffic Safety," or similar instruction) students learned that *risk* is the chance *they take* of getting hurt in the street.

   Risk acceptance is how much risk they are willing to take to do what they want to do. The pedestrian should use the decision-making process, communicate, and act predictably to lower the chances of getting hurt.

   Show transparencies A, B and C. Identify the amount of risk involved. Discuss how the decision-making process (I.P.D.A.), helps pedestrians decide how much risk they are willing to accept to achieve their goal. (See back of the masters for ideas.)

2. Begin as in Activity 1. Explain that small groups of students will demonstrate and describe how they use the decision-making process to decide how much risk they are willing to take to reach a goal.

Divide students into groups and provide demonstration situations. (See "RiskACCEPTA)NCE Acceptance And The Pedestrian: Demonstration Situations.")

When groups are ready have them demonstrate and describe how the decision-making process was used. After the demonstration discuss student reactions to the amount of risk the demonstrating group was willing to accept. Discuss other options available and encourage identification of gain as compared to loss for each option. (See back of the transparencies A, B and C for discussion ideas.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. To enlarge upon Activity 1 and to review the major pedestrian safety concepts, have students conduct "Tot Safety Town" activities for kindergarten and first grade classes. (See the "Appendix," "Suggestions for Constructing and Conducting A Tot Safety Town," included with this lesson.)

4. As a language arts exercise have students enlarge upon Activity 2 by writing their own situations and then demonstrating and discussing them.

SUMMARY

When pedestrians go into the street, they are in a dangerous place and they accept the risk that they may be hurt. They must identify important clues, predict what might happen, decide on the safest thing to do, and act predictably. They must decide how important it is to do what they want to do *compared* to the chance of getting hurt. If the risk of getting hurt is too high, the pedestrian should think about other ways to do what they want to do.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have the student describe how the pedestrian in the given situation can use the decision-making process to decide how much risk they will accept for the situation. An assessment key with scoring directions is provided. To achieve the objective the students should be able to accurately describe at least two parts for each question. Score, record and give help where needed.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others witn unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

Changing lanes or turning without giving an arm signal.

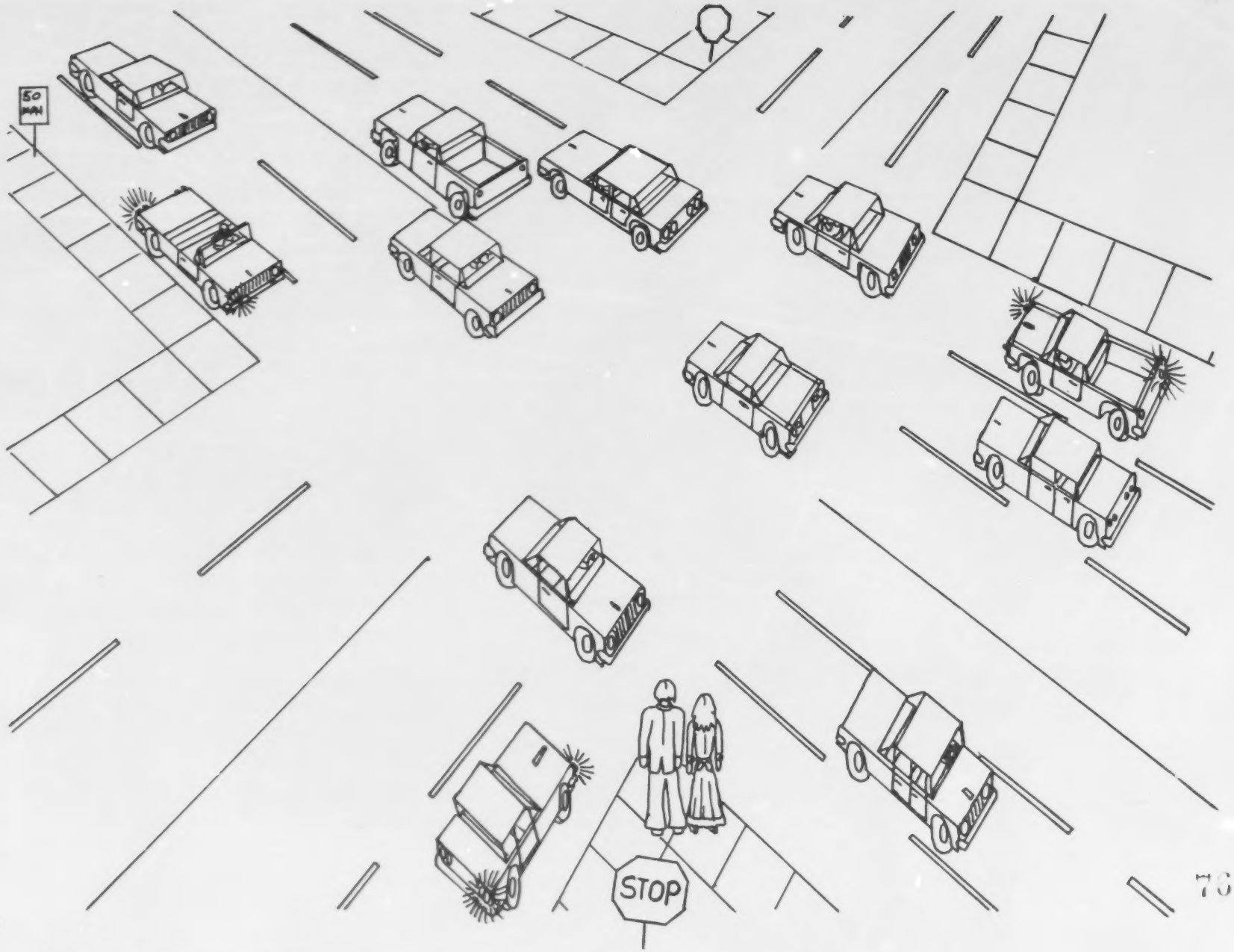
Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.

A



PD-VIII

75

Situation A: You and another pedestrian wish to cross the street.

Identify: The street you wish to cross is highly congested with fast moving vehicular traffic. There are no traffic signal lights and no marked crosswalks. The two-lane street has stop signs. Traffic on the six-lane street may move without stopping. The amount of risk is very high if you cross here.

Predict: Highway users do not expect you to cross here. They do not anticipate slowing down or lowering their speed.

Decide: How much risk are you willing to accept? Will your gain in time and distance be worth the potential loss?

Option 1. Step off the curb and expect the drivers to stop.

Option 2. Wait for a gap in traffic which gives you sufficient time and distance to cross.

Option 3. Don't cross here. Walk to an intersection with at least a marked crosswalk or even a traffic signal light.

Remember: You must use the decision-making process to decide how much risk you are willing to take. If you identify the safest action with the least risk, you can lower your chances of getting hurt. You must decide if what you want to do is worth the loss you may suffer. You can decide not to take any action at all.

Act: Which option did you choose to follow in obtaining your goal? Why?

Option 1. If you choose to step off the curb into the highly congested street, the amount of risk you accept is extremely high. You could easily be hurt or killed. Drivers don't expect you to cross here. Even if eye-to-eye contact is established with a driver or two, other drivers behind them may not expect to stop and a wreck could occur.

Option 2. A gap in traffic in such a heavily traveled street will not usually give you much time to cross. Drivers don't expect you to cross and do expect to maintain their speed. To take this action you would accept a high amount of risk.

Option 3. This is the safest option with the lowest amount of risk. Danger of being hurt is still high because of the heavy traffic. However, drivers do expect to slow down and stop at intersections with marked crosswalks and/or traffic signal lights.

B

PD-VIII

Situation: You and other pedestrians are nearing the edge of the sidewalk. A car is making a right turn in front of you.

Identify: You are very close to the car. The car is turning too soon.

Predict: The rear right wheel will probably roll up over part of the curb.

Decide: Will your gain in time be worth the chance of injury or loss of life?

Option 1. Keep on walking. Drivers aren't supposed to let their cars move up over the curb.

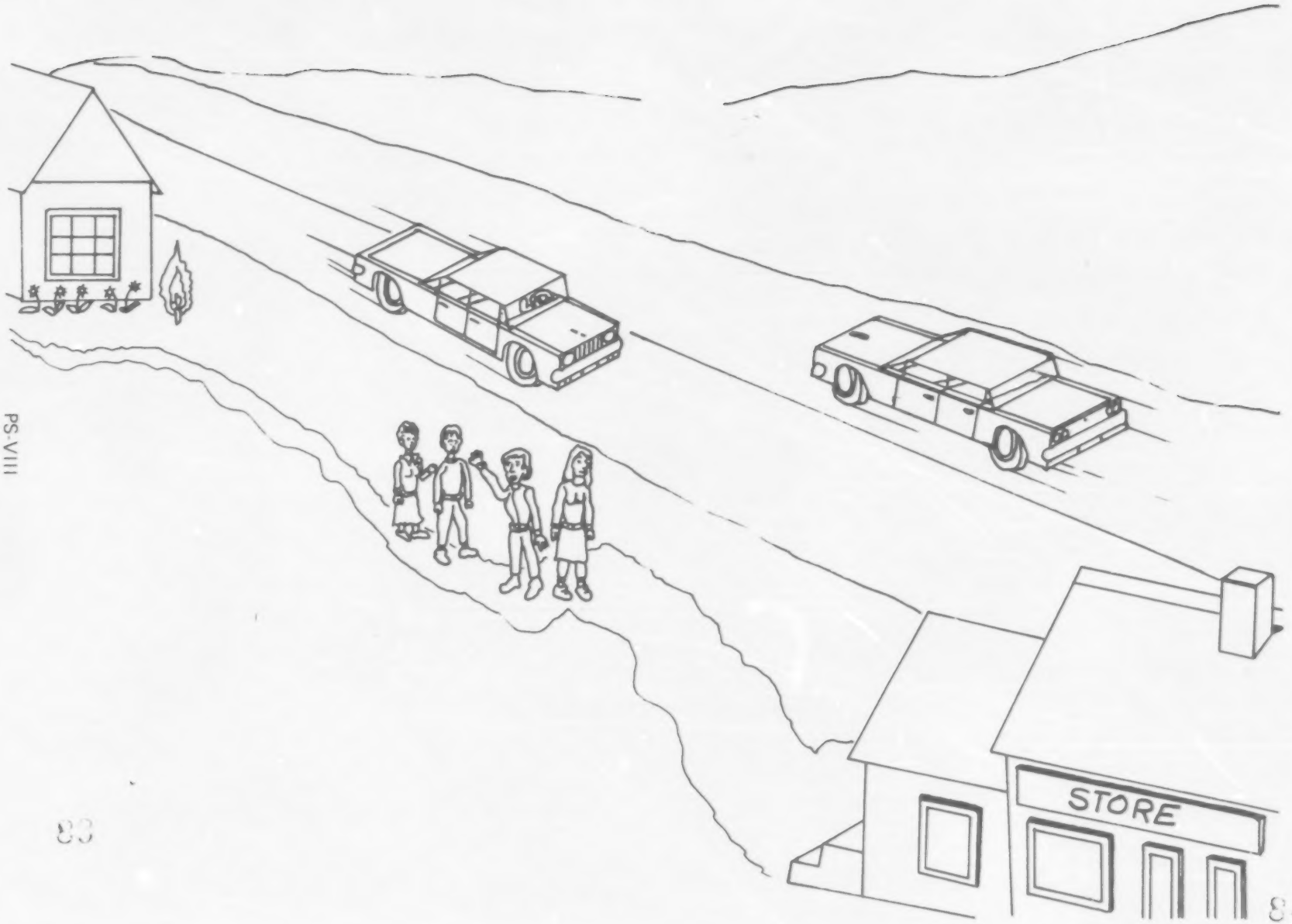
Option 2. Stop and wait for the car to complete the turn before you continue toward your goal.

Act: Which option did you choose to follow to obtain your goal? Why?

Option 1. If you choose to continue walking ahead you are accepting a large amount of risk. Someone's foot could be run over or one of you could actually be hit by the back of the car as it swings around the corner.

Option 2. This is the safest action with the least risk. You can reach your goal without accepting great risk. If all of you stop well back from the curb and wait for the car to complete the turn there is little chance you will be injured or killed. After the driver completes his turn you can move ahead toward your goal.

C



PS-VIII

Situation C: You and several friends want to go from your house to the corner store.

Identify: There are no sidewalks. Several cars are moving up and down the roadway.

Predict: Drivers do not expect you to walk in the roadway and may not see around the curve in the road. They will maintain their speed.

Decide: How much risk are you willing to accept in order to reach your goal? Will your gain be worth the potential loss?

Option 1. Walk in the roadway three abreast. It is more comfortable to walk on paved surface and that way it will be easier to talk with the others.

Option 2. Walk single file on the left side of the roadway facing traffic. Stay on the edge of the roadway. It's more comfortable than walking on the sandy shoulder.

Option 3. Walk single file on the left shoulder of the roadway facing traffic.

Act: Which option did you choose to follow in obtaining your goal? Why?

Option 1. To walk abreast in the roadway you accept a great amount of risk. Drivers will be traveling at high rates of speed and may not see around the curve. They don't expect you to be in the roadway and may not be able to stop soon enough to avoid hitting you.

Option 2. You accept much less risk when you walk single file facing traffic. However, if two oncoming cars meet beside you there may not be enough room for the one driver to swerve and miss hitting you.

Option 3. If you walk off the roadway on the left shoulder facing traffic you are taking the least chance of getting hurt and you will still achieve your goal of safely reaching the store.

RISK ACCEPTANCE AND THE PEDESTRIAN:

DEMONSTRATION SITUATIONS

A. HIGHLY CONGESTED STREET

Who: 10 to 12 drivers and 2 pedestrians.

Where: Intersection of a highly congested six-lane street and a two-lane street.

What: You and another pedestrian wish to cross the six-lane street.

How: (See back of transparency master A for discussion ideas.)

B. CAR WHEEL RUNS OVER CURB

Who: 3 or 4 pedestrians and 1 driver.

Where: Street and sidewalk at an intersection.

What: You and other pedestrians are nearing the curb at an intersection. A car is turning in front of you.

How: (See back of transparency master B for discussion ideas.)

C. WALKING ALONG A ROADWAY

Who: 3 or 4 drivers and 2 or 3 pedestrians.

Where: Rural curving roadway with no sidewalks.

What: You and your friends are walking from your house to the corner store.

How: (See back of transparency master C for discussion ideas.)

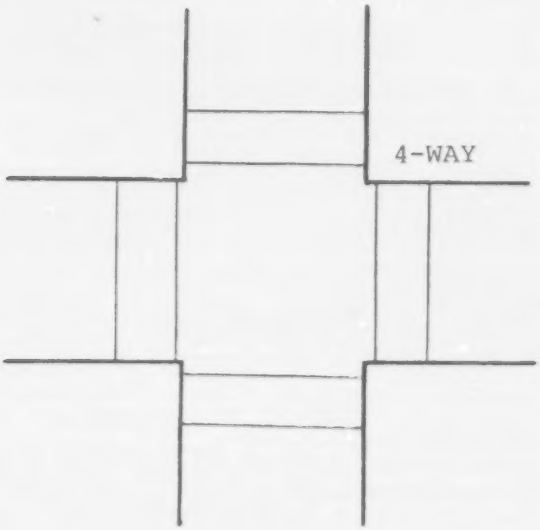
DIRECTIONS FOR SETTING UP SIMULATED STREET INTERSECTIONS

Masking tape or chalk can be used for setting up simulated intersections in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

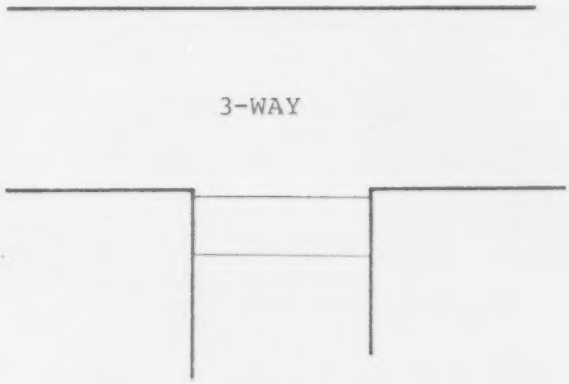
The intersections should include crosswalks that are either drawn with chalk or laid out with white tape. The intersections should resemble the ones shown below. (You may wish to add lines to indicate lanes for traffic.) The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)

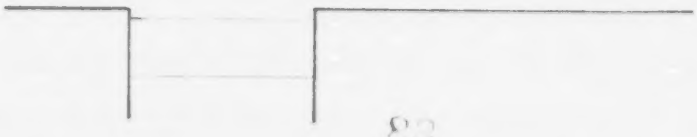


4-WAY



3-WAY

OFF-SET



INFORMATION SHEET

TRAFFIC SIGNS & SIGNALS

1.

2.

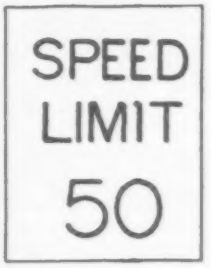
3.

4.

5.

6.

7.



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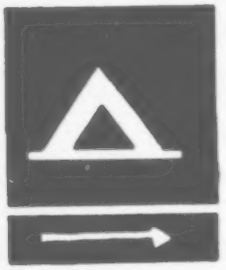

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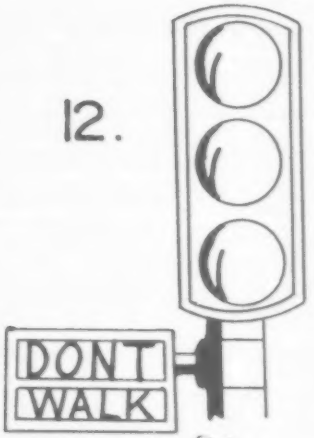


13.

TRAFFIC SIGNS AND SIGNALS

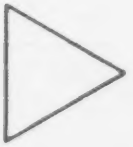
NAME	COLORS*	TYPE
1. Pedestrian crossing.	Yellow and black.	Warning sign.
2. Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3. Hill.	Yellow and black.	Warning sign.
4. Bicycle Route.	Green and white.	Guide or information sign.
5. Yield.	Red and white.	Yield right-of-way; proceed with caution.
6. *No* Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7. Speed limit (mph).	White and black.	Regulatory sign.
8. School crossing.	Yellow and black.	School area warning sign.
9. Camping.	Blue and white.	Service sign.
10. STOP sign.	Red and white.	Stop sign only.
11. Railroad.	Yellow and black.	Railroad sign.
12. Don't Walk or Walk.	Red. Green or white.	Traffic signal.
13. Do Not Enter.	White and red.	Regulatory sign.

*These COLORS are new international colors which will soon be used throughout the world.

INFORMATION SHEET:

STANDARD SHAPES AND COLORS OF
TRAFFIC SIGNS

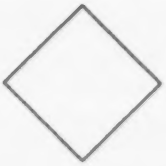
OCTAGON:
Exclusively for
Stop signs.



PENNANT:
Advance warning of
No Passing Zones.

HORIZONTAL
RECTANGLE:
Generally for
guide signs.

VERTICAL
RECTANGLE:
Generally for
regulatory signs.



DIAMOND:
Exclusively to
warn of existing
or possible hazards
on roadways or ad-
jacent areas.

EQUILATERAL
TRIANGLE:
Exclusively for
Yield signs.

PENTAGON:
School advance
and school cross-
ing signs.

ROUND:
Railroad (Advance
Warning) signs.

STANDARD COLORS:

RED: Stop or prohibition. GREEN: Indicated movements permitted, direction quidance. BLUE: Motorist services quidance. YELLOW: General warning. BLACK: Regulation. WHITE: Regulation. ORANGE: Construction and maintenance warning. BROWN: Public recreation and scenic quidance.

INFORMATION SHEET

(color, shape, and lettering of signs)

STOP SIGN	–	Means stop. It is a white message with white border on red background. The sign is octagon shaped.
YIELD SIGN	–	Means slow to 15 mph or less and proceed with caution. The YIELD sign is a downward pointing, equilateral triangle having a red border band leaving a white interior with the word Yield in red inside the border band.
WARNING SIGN	–	Means danger ahead, proceed with caution. Coloring is traditionally black on yellow and the shape is diamond.
REGULATORY SIGN	–	Contains a specific instruction to the driver. The signs are rectangular with black lettering on white background.
RAILROAD SIGN	–	Means a railroad intersects the path. The Highway sign is round, and is yellow with black lettering and black crossbuck. The railroad crossing sign is a crossbuck sign painted white with black lettering.
SCHOOL CROSSING SIGN	–	Means a crossing near a school. The signs are pentagon shaped, yellow in color with a black border band, lettering and figures. The school crossing sign has two figures walking within a crosswalk carrying books while the advance warning sign has just the figures carrying books but not showing a crosswalk.
GUIDE SIGN	–	Provides information. It is green with a white border band and lettering. For most guide signs the information is so variable that there can be no rigidly standardized size.

ASSESSMENT NAME _____

TOTAL POINTS _____

1. Johnny is taking a new route home from school today, and he has to cross a busy four-lane street. Describe how Johnny can use the decision-making process to decide how much risk he accepts in crossing this street.

2. Stanley and his friends want to play football in the street. Describe how Stanley and his friends can use the decision-making process to decide how much risk they will accept if they play in the street.

3. Phyllis is walking home from the store along a busy street without a sidewalk. Describe how Phyllis can use the decision-making process to decide how much risk she will accept to accomplish her goal.

ASSESSMENT NAME _____ KEY _____

Scoring Directions: For each question allow 3 points for answers that identify the important clues and the amount of risk involved; predict what might happen and decide on an action with the least amount of risk. Partial credit may be given, 1 point for each part. Total Points = 9

3 points

1. a. Identify
   - high amount of risk for the pedestrian,
   - a busy street, heavy traffic,
   - four lanes of traffic,
   - fast traffic.

   b. Predict
   - the speed of the traffic will be fast,
   - drivers will not be alert for pedestrian, except at a well-marked intersection.

   c. Decide — Johnny will accept less risk if he crosses the street at a well-marked intersection.

3 points

2. a. Identify — the risk is high because the street is a hostile place and not a place for playing.

   b. Predict — drivers will not be alert for children playing in the street.

   c. Decide — Stanley and his friends can play football in the school yard.

3 points

3. a. Identify
   - the risk is high,
   - a busy street,
   - no sidewalk,
   - heavy traffic,
   - fast traffic.

   b. Predict
   - drivers will drive fast,
   - drivers will not be alert for pedestrians.

   c. Decide — Phyllis can decide to use an alternative route with less traffic and a sidewalk or she can walk on the left-hand side of the street facing the traffic.

APPENDIX

SUGGESTIONS FOR

CONSTRUCTING AND CONDUCTING

A TOT SAFETY TOWN

Tot Safety Town is a miniature layout built to the scale of the kindergarten or first grade child. It is an educational setting by which pedestrian safety lessons are taught with the child learning through actual participation and demonstrations.

SUGGESTIONS FOR CONSTRUCTING AND CONDUCTING A TOT SAFETY TOWN

One activity sixth grade students may utilize to review traffic safety concepts and pedestrian safety is to *conduct* Tot Safety Town *instruction* for kindergarten or first grade classes. At other grade levels sixth graders may act as assistants to the *teacher.*

SPONSORS

There are several groups which may sponsor or assist the students in constructing and conducting the activities.

- Parent Teacher Organizations
- Service Clubs (Kiwanis, VFW, Optimist, etc.)
- School Faculty
- High School Safety Groups
- Combination of any of the above

TECHNICAL ASSISTANCE

1. Local Police Department to provide pedestrian safety instruction and to assist with the Tot Town.

2. Twelve to fifteen sixth grade students to supervise and conduct the instruction (one sixth grader for every two kindergarten or first grade students).

SUGGESTED PLANNING AND PREPARATION PROCEDURES

Early in the fall:

1. Determine the exact materials and equipment needed and project the estimated cost. (You may wish to cooperate with two or three nearby schools in sharing the cost and use of the buildings and equipment.)

2. Determine materials storage and construction space.

3. Contact sponsoring groups and arrange for their assistance.

4. Order the necessary materials.

5. Make arrangements for construction of materials and equipment.

6. Get firm commitments from all construction sponsors and coordinate activities of soponsoring groups as construction proceeds.

Two weeks prior to Tot Town:

1. Confirm availability of materials and equipment.
2. Train sixth grade student instructors.
3. Confirm Tot Town schedule with all people involved and get firm commitment for their services and support.

Day before the Tot Town:

1. Coordinate sponsoring groups and individuals in setting up the Tot Town buildings and equipment.

CONSTRUCTION GUIDE

A. Number of Houses and Signs

1. Houses–vary from 6 to 10 consisting of church, school, fire station, police station, bank, ice cream store, etc. (See Samples of Buildings and Samples of How to Decorate Buildings.)

2. Signs–no set number, stop signs mostly needed, RxR, speed limit, etc.

3. Signs can be made of wood, nailed on 2" x 2" board approximately 3' high and set in large coffee cans filled with cement (see Sample of Signs).

B. Size, Material and Structure of Houses

1. Size–4' x 4' recommended for easy handling and storage, may be made of any size desired (see Sample of Buildings).

2. Material–lumber, hinges, screws, nails, etc., can be purchased by other organizations, school or donated by lumber company or school.

3. Structure–either collapsible or permanent. Collapsible types are much easier for storage as they can be folded and stacked. Structure should have a solid base and be heavy enough to withstand wind conditions.

C. Construction of Houses and Signs

1. Can be an excellent project for high school students in woodworking classes to design as well as build.

2. Members or organizations can construct or hire someone to construct. (This depends entirely upon members. Some who are in this field can volunteer to build houses and signs. Some organizations have members who prefer to raise necessary monies to pay for houses rather than construct them themselves.)

3. For indoor layout–cardboard can be used to build houses and signs.

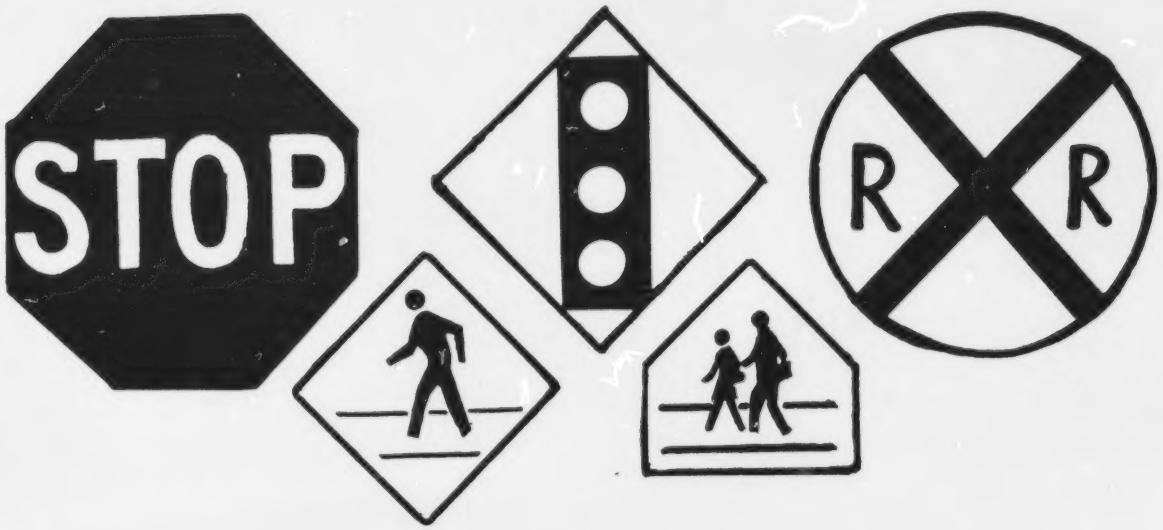
D. Painting of Houses

1. School art classes might want to design, decorate, and paint houses.

2. Members of sponsoring organization or other organizations might want to do this as a project (see "Samples Of How To Decorate Buildings").

3. In some towns, interested artists donated their time and talents.

SAMPLE OF SIGNS



The above signs should be included as part of the outdoor equipment, and the children should be taught to know and understand their meanings.

It is not recommended that you include such signs as yield, no U turn, no right or left turn, do not enter, speed limits or other adult complicated signs. These all refer to driving and are not relevant to this age child. These children will not be driving for 11 or 12 years and it is wasting time to go into detail at this age. As the children grow older and are able to understand, then these signs should be explained in detail in the classroom, special programs, etc.

It is a good idea to introduce all signs, shapes and colors, with brief explanations of their meanings just to familiarize the children (and parents) with the new signs. These signs can be used as decoration on the walls in the classroom.

Many SAFETY TOWNS do include a few street signs, shown below, just for decoration. The street names can be either actual names of streets in your town or make believe names.

All signs are approximately 3' high (eye level of this age child). The base is usually a 2–3 gallon container filled with cement.

The traffic light can be any height. The lights should be quite large. If small lights are used, the children have a difficult time seeing the colors change because of the sun's rays.

SAMPLE OF BUILDINGS

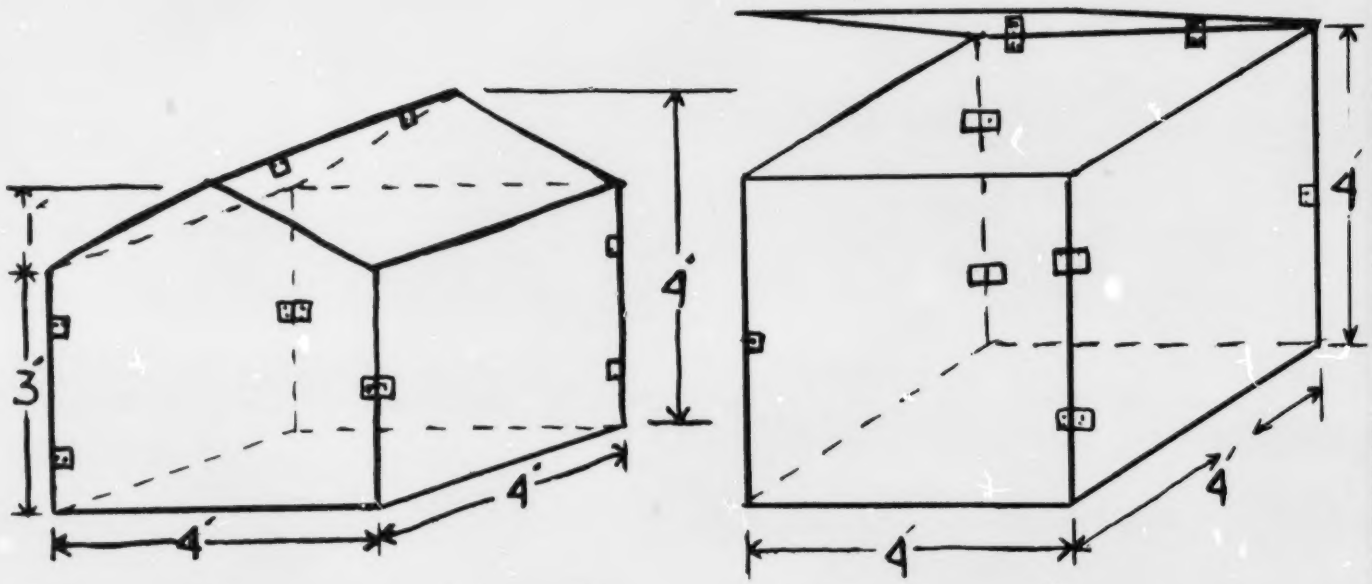
The buildings shown are designed for those SAFETY TOWNS that have limited storage facilities and where the buildings must be taken apart and stored. However, this same building print can be used for a more permanent structure, one that can remain assembled for the duration of the program and then simply stacked and stored upon completion of program. Rollers can be added to the bottom of all four corners. In this way, buildings can be assembled in the storage room and then rolled out to SAFETY TOWN. It is important that these rollers be taken out once on SAFETY TOWN. The children could be injured by leaning against the buildings and having them roll away.

The majority of SAFETY TOWNS use the 4' x 4' size buildings. The reason for this size is that a 4' x 8' plywood panel (1/4" thick) can simply be cut in half.

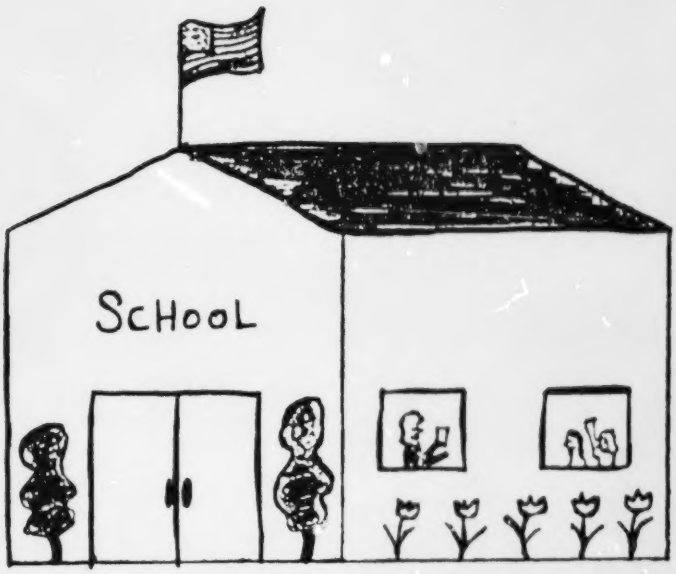
If the outdoor layout is in an area where strong winds prevail, then consideration should be given to a heavier wood to prevent buildings from being blown over.

You can certainly design any type building you would like . . . some are very unique . . . these prints and suggestions are just ideas.

(Sample of buildings)



CHURCH


SCHOOL

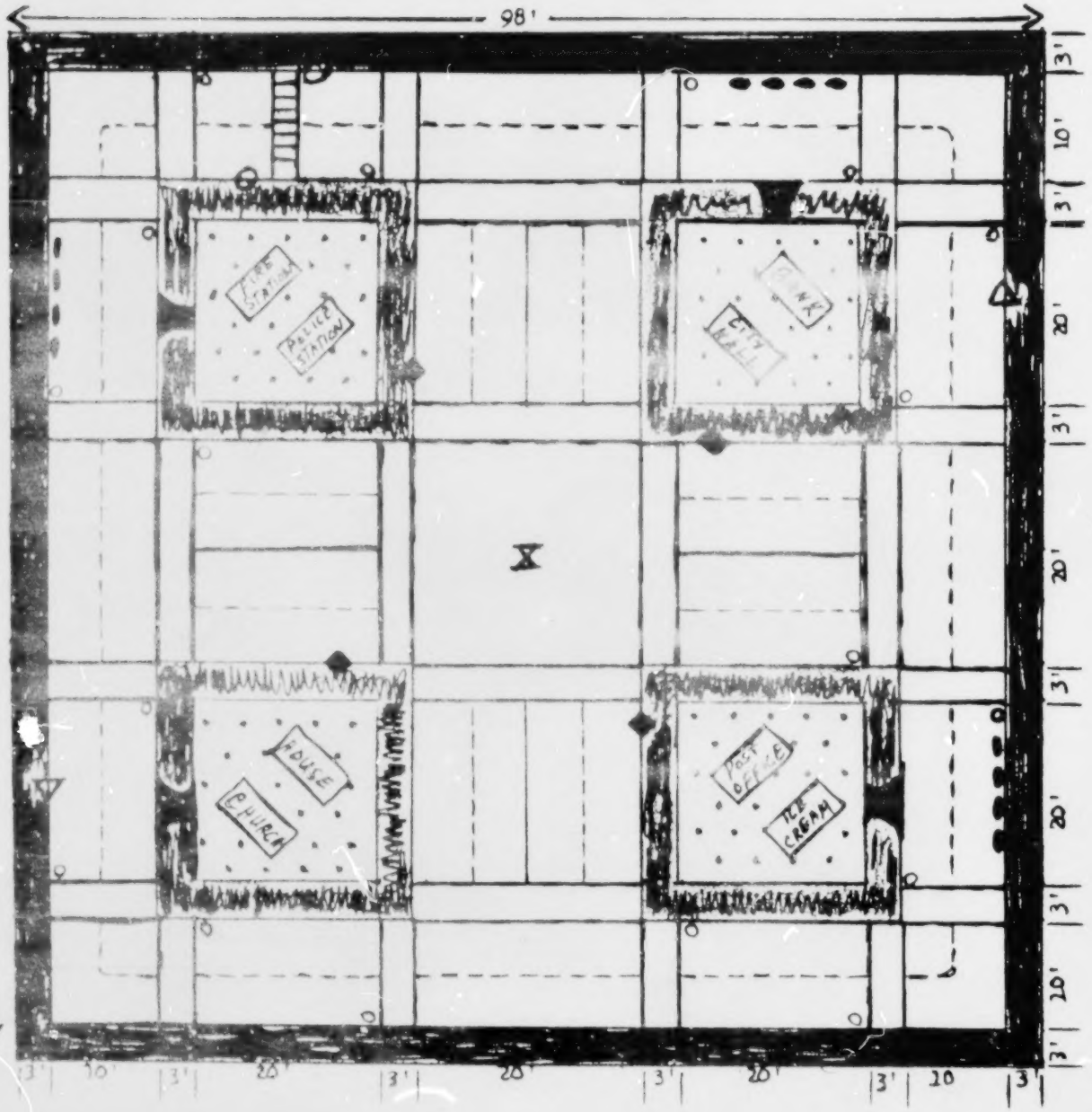
POST OFFICE
MAIL BOX

ICE CREAM SHOP
25¢
SODA
30¢
SPLIT
15¢

FIRE STATION

POLICE STATION

It is very important to have all equipment on Safety Town before the children arrive, otherwise you are wasting valuable instruction time on setting up. I *MUST* that the grass area be painted green . . . if this is not done, the children refuse to sit on the black because the black represents the street.



CARS

DRIVEWAYS (painted red)

SIDEWALKS (painted white)

RR SIGNS

CROSSWALKS (white lines)

RR CROSSING

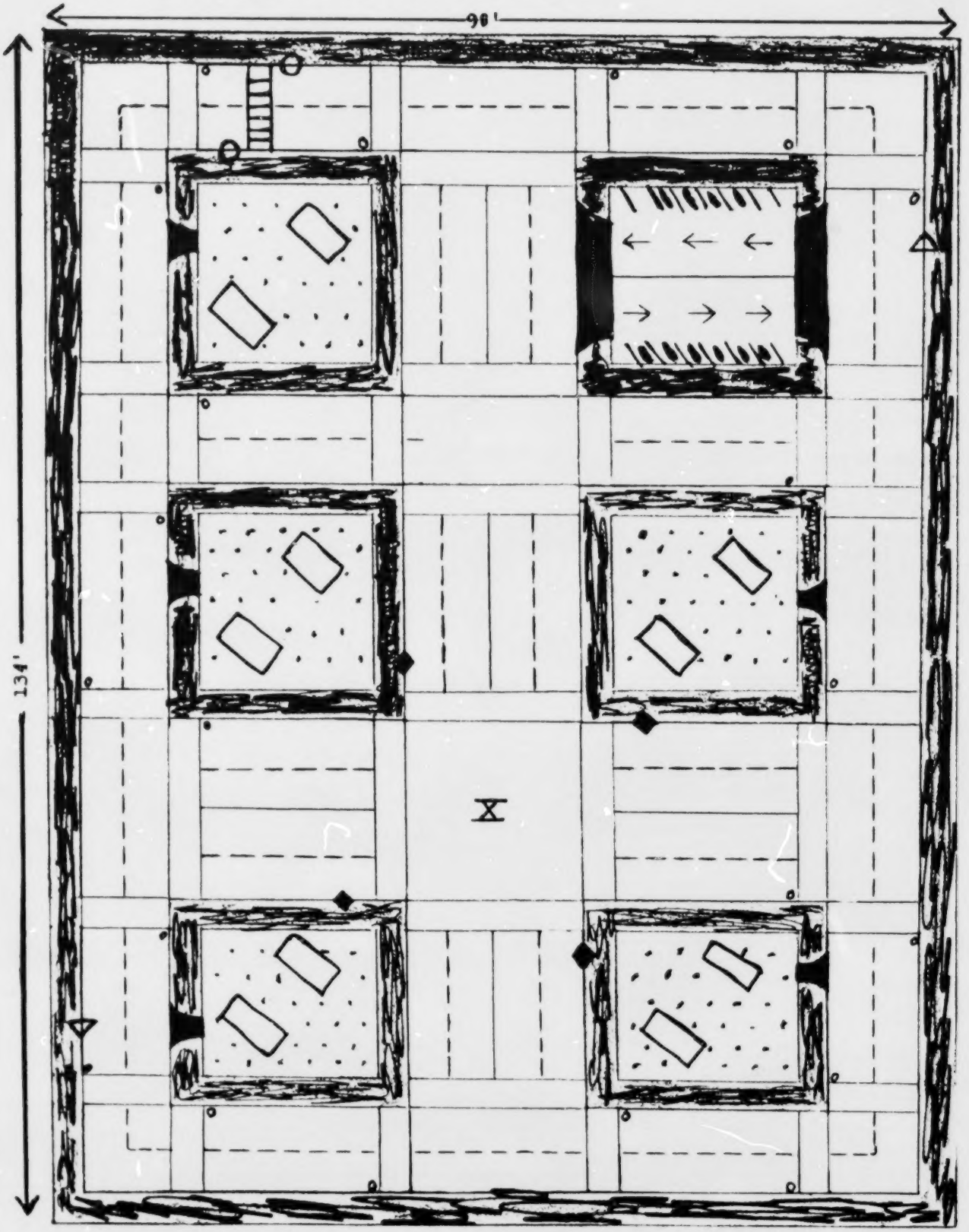
CENTER STREET (yellow)

SCHOOL AND PEDESTRIAN CROSSING SIGNS

TRAFFIC SIGNAL

GRASS AREA (painted green)

(This layout is larger and has a parking area for the cars.)



HOW TO PREPARE
TOT SAFETY TOWN LAYOUT

A. Location

1. Outdoor Layout–should consist of paved parking area.

2. Size of black top area is not important as the layout can be reduced or increased according to space available. (Sample of outdoor layout–pages.)

3. Indoor layout–if no paved area is available, the layout (building, etc.) can be set up in multi-purpose room or gym, this has proven very successful and reduces cost.

B. Stripping of Outdoor Layout

1. Can be done by the city (both supplying paint and manpower).

2. Paint can be donated by the city and painted by members of sponsoring organization or other organizations as a project. (Some organizations make this a Saturday project . . . all that is needed is paint, large heavy rollers with long handles and a few working men.)

3. Paint can be donated by other organizations or purchased by sponsoring organization.

C. Storage of equipment (houses, signs, cars, traffic and walk lights).

1. During operation of program, equipment should be stored very close to outdoor layout, if equipment must be set up and taken down daily.

2. Can be stored in school or storage house.

3. After completion of program, equipment can be stored in school building, service garage, or storage house.

It is very important to have all equipment on Safety Town before the children arrive, otherwise you are wasting valuable instruction time on setting up. *A MUST* that the grass area be painted green . . . if this is not done, the children refuse to sit on the black because the black represents the street.

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CURRICULUM FOR
TOT SAFETY TOWN

A. Leader briefly introduces student instructors to the young children and explains the instructors' duties.

B. Leader assigns two students to an instructor.

C. As instructor leaves classroom with group, the instructor should talk small talk with children.

D. Each instructor goes directly to assigned building (bank, church, etc.) with group, and sits on carpet in front of building.

E. Instructor again tells children his/her name. Also tells them the name of their building, explaining colors, windows and doors pertinent to their house for identification.

F. Each instructor takes group on a tour of Safety Town staying on the outside sidewalk ONLY.

1. Before the tour, the instructors should have the children raise their right hands and explain that while taking the tour of Safety Town they are to stay to the right side of the sidewalk (demonstrate).

2. During this tour each instructor is to name, briefly define, and point out the following:

   a. Sidewalk
   b. Crosswalk
   c. Corner
   d. Street
   e. Curbs
   f. Buildings
   g. Traffic Lights
   h. Traffic Signs

G. Instructor explains the proper way to cross the street at a crosswalk (without any signals).

1. Instructor explains sidewalks are for people to walk on and streets are for cars to drive on.

2. Crosswalk—place where people cross the street.

3. STOP at curb before entering crosswalk.

4. LOOK 1–2–3– (both ways and for turning cars).

5. LISTEN for sirens.

6. WALK across the street quickly but do not RUN, and NEVER STOP in the middle of the street.

7. Always stay within the two white lines.

H. After the instructor demonstrates proper method, group crosses with him/her, making sure they follow proper procedures listed above.

I. Leader should have everyone sit informally on the floor in instruction area, and explain that a special friend is going to talk to them. A policeman enters and the leader should ask children "who is this?" Ask the policeman to remove the gun and holster then ask the question again. Next have the policeman remove the hat and ask the question again. The policeman will then explain the tools of the trade, and how they are used.

1. Uniform
2. Gun
3. Bullets
4. Handcuffs
5. Pencil and Paper (tickets)
6. Black Jack
7. Night Stick

J. On Safety Town: Introduce traffic light.

1. Leader explains and demonstrates colors of traffic light, what they tell us and why.

   a. Red means STOP, do not cross.

   b. Yellow means WAIT, get ready to stop.

   c. Green means GO, cross the street in same direction as green light.

2. VERY IMPORTANT – Even though light turns green, we still look 1, 2, 3 before crossing.

3. Walk quickly across the street but NO running, and NO stopping in the street.

4. Color traffic light.

5. Teach traffic light poems.

WATCH THE LIGHT

Watch the light
Watch the light
RED means STOP
Watch the light
Watch the light
YELLOW means WAIT!
Watch the light
Watch the light
GREEN means GO!

RED SAYS STOP

Red says STOP
and green says GO
Yellow says WAIT
you'd better go slow
When I reach a crossing place
To left and right I turn my face
I walk not run across the street
And use my head to guide my feet

6. Explains and demonstrates how to cross with the traffic light.

7. Pedestrians:

   a. Explain they cannot cross in the middle of the block, because it is not safe. They must go to the corner where the light is.

b. Wait for new green light.

c. Cross only when green light is looking at you and going the same direction you are.

d. Be sure to instruct them to always look for turning cars. (Use walk and don't walk lights if your Safety Town has them.)

INDEX

Listed below are firms that may be helpful in locating films, color books, reference materials, etc.

Marathon Oil Company
Findlay, Ohio 45840

Kemper Insurance
Chicago, Illinois 60640

AAA
748 East McDowell
Phoenix, Arizona

All-State Insurance
6135 North Black Canyon Highway
Phoenix, Arizona

Walt Disney Productions

Traffic Safety Division
Arizona Highway Department
206 South 17th Avenue
Phoenix, Arizona

Department of Education
Driver and Safety Education Division
1535 West Jefferson Street
Phoenix, Arizona 85007

Treasure Chest Game:

Have box made to resemble a treasure chest. Inside the chest place several safety objects, a stop sign, traffic light, bottles, ball, etc. These objects can be made from cardboard or actual miniature objects, such as small cars, etc.

Then have one child at a time with closed eyes put a hand into the chest and bring out an object. The child then must explain what it is and the safety rule that applies. This game is most effective when done in small groups, with the instructor.

Adapted from material provided by TRAGYC (Traffic Representatives of Arizona Governor's Youth Council).

PASSENGER SAFETY – EIGHTH GRADE

"RISK ACCEPTANCE AND THE PASSENGER"

OBJECTIVE ONE

Given a simulated vehicle situation (either an automobile, bus, or special vehicle), the students will *describe how* passengers use the decision-making process to decide how much risk they are willing to accept.

NOTE: Either Traffic Safety Concepts – Eighth Grade or other instruction on risk acceptance and traffic safety concepts should be completed before this lesson. For additional information on risk and risk acceptance, consult the information sheets included in this lesson.

KEY POINTS

1. Passengers in a car, bus, or special vehicle are in a dangerous situation because the vehicle they are riding in can be in an accident and the passengers hurt. How much risk is accepted by passengers depends upon their actions and decisions. While riding in a vehicle, a passenger can lower the risk by using the decision-making process, communicating with others, and acting predictably.

2. A passenger can help a driver to be safer by identifying objects or people that might not have been seen by the driver, and by not distracting the driver with loud noise, unnecessary activity or too much conversation. This lowers the risk for the passenger.

3. While waiting for, entering, riding in, and exiting an automobile, bus, or special vehicle, a passenger can use the decision-making process to select the action that involves the least risk:

   a. *Identify important clues:* the directions, speed, and amount of traffic, road and weather conditions, the experience and physical condition of the driver, the correct side to enter and exit the vehicle, the proper passenger seating location, seat belts, locked doors, and proper storage of packages. These important clues tell the passenger how much risk is involved.

   b. *Predict* how much risk there is. For example: the amount of risk is increased for passengers if they do not enter and exit on the curb side, fasten their seat belts, lock the doors, ride in the proper location, store packages securely; or if they distract the driver with loud noises or interfere with the operation of the vehicle.

   c. *Decide on the safest action with the least risk.* To make this decision passengers have to compare how important their goals are with how much risk and possible

loss there is. If the risk and possible losses are high, then they should make other choices. In all cases the passengers should enter and exit the vehicle on the curb side after it has come to a complete stop, fasten seat belts, secure loose objects, lock the doors, sit quietly, and not distract the driver or obstruct his view. Remember how much risk passengers have to accept is influenced by their actions and decisions.

d. *Take the safest most predictable action* with the lowest risk.

4. If passengers communicate properly with the driver and make their actions predictable by obeying the laws and rules, they can lower the risk they have to accept while riding in or on a vehicle.

MATERIALS NEEDED

Make transparencies from masters A and B. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the "Observation Directions" and the three sets of "Observation Guidelines," ("Car, Bus And Special Vehicle") included with this lesson. (Activity 2)

Secure materials and assistance needed to conduct "A Special Vehicle Day." (Activity 3)

Make two copies of the sheet, "Pro's And Con's Of Seat Belt Usage: Discussion Positions." (Activity 4)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to teach the key points of this lesson.

1. Previously, (in Eighth Grade, "Risk Acceptance and the Passenger," or similar instruction) students learned risk is the chance you take of getting hurt in the hostile street environment. Risk acceptance is the amount of risk you are willing to take to reach your goal.

   Every passenger in an automobile, bus, or special vehicle is accepting the risk of being in an accident and hurt or killed. The amount of risk can be reduced by using the decision-making process (I.P.D.A.), by knowing and following the proper passenger procedures,* rules and regulations, and by communicating and being predictable. Using these safety concepts and being aware of dangers one can identify how much risk there is, decide how much risk one is willing to take to accomplish a goal.

*If review of passenger procedures is needed refer to the observation sheets included with this lesson.

Show transparencies A and B. Discuss the situations presented. Describe how passengers use the traffic safety concepts (decision-making process, communication, predictability) in addition to rules, regulations and passenger procedures to select the action which will permit them to achieve their goals by accepting the least amount of risk. (See the back of the transparency masters for ideas.)

2. Begin as in Activity 1. Add an *observation of passenger* behavior in vehicles.

   Explain that each student is to choose a car, bus or one special vehicle. Using the "Observation Directions And Guidelines" provided in this lesson, the student is to observe passenger behavior in the chosen vehicle.

   Following a 2–3 day observation period have students form small groups according to the vehicle observed (for example: all who observed motorcycles form one group). Each group discusses the results of their observations and summarizes the main points they observed regarding:

   a. the identified behavior,

   b. the amount of risk being accepted, and

   c. the actual or potential consequences of accepting the amount of risk.

   When small group summaries are ready have them presented to the total class and discussed. (See the "Passenger Observation Guidelines" information sheets for discussion points to be emphasized.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. To enlarge upon Activity 1 and to review the major passenger safety concepts, have students conduct "Special Vehicle" activities for primary grade classes. (See the "Appendix: Suggestions For Conducting A Special Vehicle Day," included with this lesson.)

4. Give each student one of the opinion statements provided with this lesson. (See "Pro's And Con's Of Seat Belt Usage: Discussion Positions.") As a language arts activity have them prepare to defend their positions with a two or three paragraph speech. After presentation of all positions discuss the viewpoints presented.

SUMMARY

Passengers must be able to identify how much risk they are willing to take to do what they want to do. They have to compare the importance of their goals with the risk and the possible losses. Passengers in a vehicle are in a dangerous place and situation because the vehicle they are riding in can be in an accident and the passenger can be hurt or killed. While riding in a vehicle, passengers can lower the risk they accept through their actions and decisions. If they use the decision-making process (I.P.D.A.), communicate with others, and act predictably, they can enjoy their special vehicle and lower their chances of getting hurt.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have the students describe how the passengers use the decision-making process to decide how much risk they will accept to accomplish the goal in the situation. An assessment key with scoring directions is provided. To achieve the objective the students should be able to explain at least two parts for each question. Score, record, and give help where needed.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

Changing lanes or turning without giving an arm signal.

Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK ACCEPTANCE

Risk acceptance is the amount of risk a person is willing to take to accomplish his goal.

1. The street is a hostile environment because of the risk of being injured or killed. It is important to be aware of dangers so the amount of risk required to reach a goal can be clearly identified.

2. The amount of risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). After identifying the important clues, predicting what might happen, and deciding the best action to take, the highway user must identify how much risk he is willing to accept to achieve his goal. The person who wants to be safe in traffic will decide to do that which involves the lowest amount of risk.

3. Communication helps highway users more clearly identify the amount of danger and select the safest actions that reduce the amount of risk which must be accepted in reaching the goal.

4. Highway users are predictable when they communicate with others to tell what they are going to do. When they obey a common set of rules and regulations and are predictable the amount of risk the user must accept to achieve a goal is reduced.

5. When all the choices to achieve a goal involve the acceptance of too much risk, the best decision is to wait and not take any action at all.

A

PS-VIII

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Situation A: You are preparing to ride to school in your parents' automobile. Should you fasten the seat belt and lock the doors?

Identify: Seat belts and locks are available and operate properly.

Predict: The driver expects you to use the seat belts to decrease your chances of injury and expects you to lock the doors so it will be less likely that they fly open during an accident or so unwanted passengers may not enter.

Decide: Are unfastened seat belts and unlocked doors worth the chance of injury or death?

Option 1. Leave the seat belt unfastened. It just wrinkles your clothes. Anyway, you know the driver is safe and experienced. Leave the door unlocked. It's too much bother to unlock it when it's time to get out.

Option 2. Fasten the seat belt and lock the door.

Act: Which option did you choose? Why?

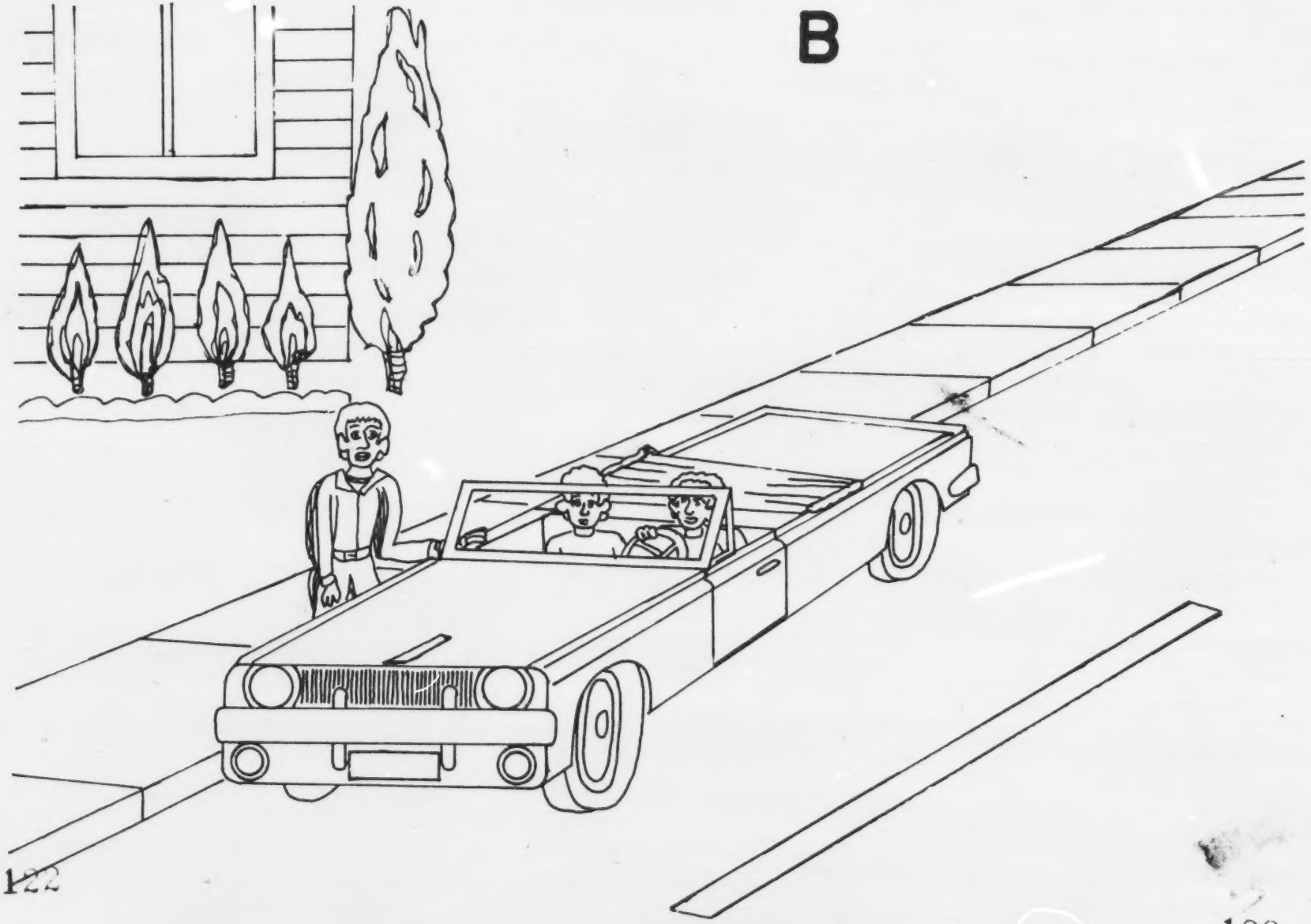
Option 1. If you choose to leave the seat belt unfastened and the door unlocked you are accepting a large amount of risk. If the car in which you are a passenger is hit by another car or is rolled over, doors often fly open, the passengers are ejected, and many times are crushed or run over by the car in which they were riding.

Option 2. This is the safest action with the lowest amount of risk. In an accident a locked door is less likely to fly open and with the seat belt fastened there is less chance for you to be seriously injured or killed. Unwanted passengers cannot enter.

Remember: Locked doors and fastened seat belts only take a few seconds of time. Those few seconds could mean a long life for you rather than lifelong disabling injury or immediate death in an accident.

PS-VIII

B



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Situation B: Your brother and a friend are going to the Junior High School pool to swim. You want to go with them. Your brother's friend is the driver and is willing to take you.

Identify:

1. Is the driver old enough to drive?
2. Is he a safe, experienced driver?
3. Does he seem ill?
4. Do you think he has been drinking alcohol or using any other material (i.e., drugs) which could cause him to be less alert and skillful?

Predict: If the driver is old enough to drive, is a safe experienced driver, is in good health, and hasn't been drinking alcohol or using other materials (i.e., drugs) your parents will probably permit you to go with the driver and your brother.

Decide: If you could answer the above questions 1 and 2 "yes" and 3 and 4 were "no," decide it is probably safe to ride with him. If you have any questions about the amount of risk you may be taking, or if your parents have given you specific instructions regarding who you may ride with, rely on your parents and have them help you make the decision.

Act: Ride to the pool with the driver and your brother.

Remember: If you must accept a great amount of risk by riding with a poor, unsafe driver, your goal (going to the pool) may not be worth accepting the chance of injury or death in the hostile street environment.

PS-VIII

OBSERVATION DIRECTIONS

Using the "Observation Guidelines" which are provided on the following pages:

1. List the vehicle being used.

2. Tell what passenger actions you observed in this vehicle.

3. How did passenger behavior reflect the amount of risk being accepted by the passenger?

4. What action would you have taken in a similar situation? Why would you decide to follow that particular course of action?

A CAR PASSENGER:
OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in, exiting a car, and helping the driver, look for the actions that indicate the passenger uses the decision making process (I.P.D.A.), communicates to others, and uses predictability by following the proper rules and procedures listed below:

Entering

a. Waits for car to come to complete stop before touching handle.
b. Enters from curb side.
c. Checks to be sure no hands or fingers are in door before it is closed.
d. Locks door.
e. Leaves doors alone until car is stopped and passenger is ready to get out.

Riding

a. Locks door and leaves it locked.
b. Fastens seat belt.
c. Places loose articles on floor.
d. Sits quietly.
e. Doesn't block driver's view.
f. Doesn't distract driver.
g. Doesn't "horse around".
h. Keeps arms, legs, and other body parts inside car.
i. Rides inside car, not on hood or fenders.
j. Never touches any car controls or switches.

Exiting

1. Waits for car to come to complete stop before opening door.
2. Checks before opening door to make sure no one is near door.
3. Exits on curb side.
4. Closes car door after being sure no hands or fingers are in danger.
5. Makes sure street is clear before crossing street.

Helping Driver

1. Identifies clues in hostile street environment that driver may not have noticed, i.e.,: people or things he may not have seen.
2. Quietly tells the driver about the people or objects.
3. Doesn't distract the driver.
4. Doesn't talk loudly.
5. Doesn't talk too much. Remembers the driver is busy with driving.
6. Gives the driver help in backing if it is hard for the driver to see everything.

THE BUS PASSENGER:
OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in, and exiting a bus look for the following actions:

NORMAL CONDITIONS

Waiting

a. Gets to stop 5 minutes early.
b. Does not play in the street.
c. Lines up in an orderly manner.
d. Is courteous and helps younger children.
e. Doesn't push and shove.
f. Stays well back from the street and pays close attention to the hazards of the hostile environment.

Entering

a. Waits for bus to come to complete stop and door to be opened before moving toward bus.
b. Uses handrail and goes up steps one at a time.
c. Enters one person at a time.
d. Doesn't push or shove.
e. Takes seat quickly and quietly.

Riding

a. Stays seated.
b. Doesn't play or wrestle.
c. Talks quietly.
d. Doesn't make loud noises that might distract driver.
e. Keep objects out of aisle.
f. Puts books and lunch boxes on lap.
g. Doesn't throw things inside or, outside the bus.
h. Keeps arms, legs, and other body parts inside bus.
i. Doesn't open windows without driver's permission.

Exiting

a. Waits for bus to come to complete stop before leaving seat.
b. Allows those sitting in front to get off first.
c. Exits through front door in single file.
d. Doesn't push or shove.
e. Uses handrail and takes one step at a time.
f. Doesn't jump.
g. Moves away from bus just as soon as he gets off.
h. Crosses street in front of bus
   (1) makes sure driver of bus sees him.
   (2) makes sure street is clear.
i. Goes directly to destination.

EMERGENCY CONDITIONS

Exiting

a. Locates emergency door.
b. Sits quietly and waits for instructions.
c. Follows instructions of driver or person in charge.
d. Exits quietly in single file, and doesn't push or shove.
e. Lets those closest to exit leave first.
f. Moves off road and away from bus.
g. Stays in group.

A SPECIAL VEHICLE PASSENGER: OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in or on, exiting special vehicles, and helping the driver, look for the following actions that indicate the passenger is using the decision making process (I.P.D.A.), communicating to others, and being predictable as he follows the rules and procedures listed below:

CAMPERS AND MOTORHOMES

a. Waits for vehicle to be completely stopped.
b. Steps up into the vehicle.
c. Checks to be sure no hands or fingers are in the door before closing it.
d. Locks door and leaves it alone.
e. Makes sure drawers and cabinet doors are closed tightly and all loose objects secured in place.
f. Selects a proper (regular, attached) seat and remains seated as long as the vehicle is moving.
g. Lets someone outside the vehicle open the door when the vehicle stops.
h. Watches step when leaving the vehicle.

MOTORCYCLES AND MOTOR DRIVEN CYCLES

a. Rides only on vehicles which have a rear seat or side car and passenger footpegs.
b. Sits astride the seat.
c. Holds on to the driver's waist while in motion.
d. Keeps feet on passenger footpeg at all times.
e. Leans in the same direction as the driver.
f. Wears a helmet to guard against head injuries.
g. Wears protective clothing i.e., goggles, face shield or safety glasses, long sleeve coat, long, snug, heavy pants, and heavy shoes or boots.

PICKUP TRUCK

Whenever possible, passengers should ride in the cab. If it is necessary to ride in the back the passenger:

a. Sits on the floor and leans against the cab.
b. Remains seated as long as the truck is in motion.
c. Doesn't attempt to stand up or leave the vehicle until eye-to-eye contact has been established with the driver and you are sure he plans to remain stopped.

SNOWMOBILES

a. Sits on the proper seat behind the driver.
b. Places feet on the running board.
c. Holds on to the driver's waist.
d. Wears appropriate clothing i.e., a warm hat, mittens or gloves, boots, heavy coat, and eye protection.

TRAVEL TRAILERS

a. It is illegal and dangerous to ride in a moving trailer.

The following items state why the passenger is still in a hostile environment and suggests a few ways the passenger of special vehicles may utilize the decision making process, communication, and predictability.

1. Why are you, as a special vehicle passenger, in a hostile environment?

   Even though you are a passenger not a driver, the street still remains a dangerous place where high speed vehicles operate. You can still get hurt or killed there.

   a. Your driver could make a mistake.
   b. The vehicle you're riding in or on could be involved in an accident while you're riding in it.
   c. You could be thrown from the vehicle.
   d. Your fingers or someone else's could be injured by closing doors or windows.
   e. Inside motor homes and campers you could be hurt by opening doors or falling and flying objects or be thrown against sharp corners of cabinets, etc.
   f. If you are riding in off-the-road areas, the cycle or snowmobile could run into an object and overturn or crash, injuring or killing you.

2. How do you, as a passenger, use the decision making process?

   a. Riding a motorcycle

      (1) You identify that the cycle has a passenger seat and passenger footpegs.
      (2) You identify that there is an extra helmet.
      (3) You predict that you may use the helmet and are expected to sit astride the passenger seat with your feet on the footpegs.
      (4) You decide to wear the helmet and sit carefully astride the seat with your feet on the footpegs.
      (5) You act upon your decision by putting on the helmet, sitting astride the passenger seat, and putting your feet upon the footpegs.

   b. Other decision making processes could include:

      · entering, riding in, and exiting the back of a pick-up truck.
      · deciding whether the driver is skilled, experienced, and safe for you to ride with as a passenger.
      · carrying objects in the camper, motorhome or truck.
      · entering the camper or motorhome.
      · riding in the camper or motorhome.
      · exiting the camper or motorhome.
      · mounting and dismounting a snowmobile or motor driven cycle.
      · riding on a snowmobile or motor driven cycle.

3. How do you, as a passenger, use predictability and communication with the driver of your special vehicle.

   a. Predictability

      (1) You lock doors.
      (2) You remain seated when the vehicle is in motion.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.
      (5) You sit in the proper place or seat and remain seated.
      (6) When riding cycles or snowmobiles, you hold onto the driver's waist.

   b. Communication

      (1) You establish eye-to-eye contact with the vehicle driver to be sure he plans to remain stopped before getting up to leave the vehicle.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver if it is hard for him to see everything.
      (4) You establish eye-to-eye contact with nearby persons before opening and closing doors.

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*Eye-to-Eye Contact: Look directly at their eyes. Do they look at yo rs and do they see you?

PRO'S AND CON'S OF SEAT BELT USAGE:

DISCUSSION POSITIONS

PRO

1. Seat belts are good insurance; they may save my life.
2. Seat belts prevent being ejected from the automobile.
3. Among passengers and drivers using seat belts and shoulder harness, no deaths have been reported at speeds under 60 mph.
4. Seat belts help hold a driver in place and in control of the car.
5. Children without seat belts can cause accidents.
6. Injuries caused by seat belts are slight in comparison to injuries sustained by passengers not wearing seat belts.

CON

1. Seat belts aren't comfortable.
2. Seat belt wearers act like scaredy cats.
3. Seat belts are too much trouble to fasten.
4. Seat belts are worn only by old people.
5. If you wear seat belts you insult the safe drivers.
6. Seat belts hold me in place and I can't easily reach the radio dials or get things from the back seat.
7. Seat belts wrinkle my clothes or get me dirty.
8. Seat belts slip my mind. I forget to put them on.
9. Seat belts will trap me in my car if I have an accident.

INFORMATION SHEET

REGULATIONS AND LAWS GOVERNING PUPIL TRANSPORTATION

STATE OF ARIZONA

REGULATIONS

1. Standing

   Standing shall not be permitted on any school bus. A school bus shall not be put in motion until all pupils are seated. Ref. A.R.S. 28-901. A. In unloading pupils, the driver shall not allow pupils to leave their seats until the bus comes to a complete stop.

2. Loading and unloading pupils

   Whenever a school bus stops to discharge or load pupils who must cross the street or highway, the pupils shall cross in front of the bus. The bus shall not be moved until all pupils discharged from the bus who must cross the street or highway have done so. The driver of the bus shall not permit the pupils to be discharged from the bus to cross the street or highway until they may safely do so.

3. Authority of drivers

   The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the governing board of the school. (All adult passengers such as coaches, teachers, monitors, etc., are also under the authority of the school bus driver.)

4. Smoking in bus

   Smoking in a school bus shall be prohibited whenever pupils are aboard.

5. Intoxicating liquors

   No intoxicating liquor shall at any time be carried in a school bus.

6. Animals

   No animal shall be transported in any school bus unless such animals are to be used as part of the school program and only when specifically authorized by the local school authorities.

7. Weapons

   No weapons of any sort, except side arms carried by authorized police officers, shall be transported on a school bus.

28-900. Regulations relative to school buses

A. The commission by and with the advice of the state board of education shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or institution, or privately owned and operated under contract with any school district or institution, or privately owned and operated under contract with any school district in this state and the regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations.

B. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with the regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any of the regulations shall be guilty of breach of contract and the contract shall be cancelled after notice and hearing by the responsible officers of the school district.

INFORMATION SHEET

RULES FOR SCHOOL BUS SAFETY

Pupils being transported are under the authority of the bus driver and shall:

1. Be on time for the bus both morning and evening.
2. Stand a safe distance from the highway while waiting.
3. Get in line as the bus approaches.
4. Always use the steps and handrail.
5. Never crowd or push.
6. Sit in seats as assigned by the driver.
7. Take seats quietly and quickly, and remain seated while the bus is in motion.
8. Keep hands, arms, heads or objects inside bus.
9. Never throw anything while on the bus.
10. Have written permission from the principal to leave bus other than at home or school.
11. Talk in normal tones; no loud or vulgar language.
12. Keep the bus clean; never place books or other objects in aisle.
13. Refrain from marking, scratching or damaging the bus in any way.
14. Dangerous objects, knives, matches, etc., are prohibited.
15. Be courteous to the driver, to other pupils and to passers-by.
16. Refrain from talking to the driver while bus is in motion.
17. Remain seated until the bus comes to a full stop.
18. Those sitting closest to the door get off first.
19. Move away from the bus as soon as you get off.
20. Go directly home at the end of the day.

Riding the bus is a privilege. Pupils who refuse to obey directions of the bus driver promptly or refuse to obey regulations shall forfeit their right to ride on the buses.

INFORMATION SHEET

REPORT OF MISCONDUCT ON SCHOOL BUS

This is a form the school bus driver fills out when an infraction of the rules takes place on the bus. One copy is sent to the student's parents.

REPORT OF MISCONDUCT ON SCHOOL BUS

Bus #_____Date_____

Name of Student_____

School_____Time: A.M. - P.M.

INFRACTION (Check Infractions)

☐ Loud, Unnecessary Talking

☐ Vulgar or Profane Language

☐ Unauthorized Window Adjustment

☐ Out of Seat When Bus in Motion

☐ Part of Body Out Window

☐ Object Thrown Out Window or Door

☐ Marked on Part of Bus

☐ Cut Seat

☐ Lack of Consideration for Others

☐ Eating on Bus

☐ Chewing Gum

☐ Failed to Follow Instructions of Driver

☐ Continually Late to Bus Stop

☐ Striking Matches on Bus

☐ Failure to Sit in Assigned Seat

☐ Littering Bus

Warning Given?_____Yes_____No

REMARKS: Brief Explanation of Infraction_____

_____

19_____
Signature of Driver

MOTORCYCLES AND SNOWMOBILES

INFORMATION SHEET

MOTORCYCLES

Motorcycle riders have hazards that car riders do not.

VISIBILITY:

Because they are smaller in relation to other highway vehicles, the motorcycle and riders are not as easily seen by other vehicle drivers.

STABILITY:

Because the motorcycle has only two wheels, it takes considerable skill for the driver to safely control it through steering and balance. Carrying a passenger increases the control problems of a motorcycle driver.

PROTECTION:

Because motorcycle riders lack the protection of a car body in an upset or collision, they must be sure to wear the proper protective clothing.

a. An approved helmet properly protects the head in case of an upset.

b. The goggles or face shield mainly protect the eyes and face from insects and dirt which can fly into the eyes and cause the motorcycle driver to lose control of the motorcycle.

c. Heavy jacket and pants to protect from chill winds and save skin in case of an upset. Loose clothing allows wind and insects to go inside and get caught.

d. Heavy shoes offer protection from flying gravel, dirt and other materials on the road and tend to protect the feet in case of an accident.

e. Brightly colored clothes make rider and motorcycle more easily seen.

MOTORCYCLE PASSENGER RULES:

1. Ride only with a skilled, experienced driver.

2. Wear proper clothing.

3. Sit only on the passenger seat behind the driver. Never ride sidesaddle.

4. Keep your feet on the passenger footrests at all times to maintain balance and protect legs. Avoid contact with the hot muffler.

5. Hold on to the handhold, if there is one, while the motorcycle is in motion. Otherwise, hold on to the driver's waist, hips, or midsection.

6. Always lean in the same direction as the driver. This helps him to balance and control the motorcycle.

7. Stay alert to changing conditions-watch for sudden stops or turns, gusts of wind, cars turning in front of you, etc.

SNOWMOBILES

Snowmobile riders have many of the same problems that motorcycle riders do with STABILITY, lack of VISIBILITY, and lack of PROTECTION. (See above)

The same types of clothing are recommended. In addition, speed and weather conditions make warm, waterproof clothing a must. Insulated clothing is best.

The same passenger rules apply as for motorcycle riders: Ride with an experienced driver, wear proper clothing, sit properly, lean with the driver, etc. Feet should be put on the runners. Never extend feet to the side to balance the snowmobile. Ride only on snowmobile trails. The noise of the snowmobile might prevent the driver from hearing cars, trains, etc. Riding only on snowmobile trails prevents collisions with skiers, fences, trees, etc.

APPENDIX

SUGGESTIONS FOR CONDUCTING A SPECIAL VEHICLE DAY

SUGGESTIONS FOR CONDUCTING A SPECIAL VEHICLE DAY

One activity sixth grade students may utilize to review traffic safety concepts and passenger safety is to *conduct* "A Special Vehicle Day" for kindergarten or first grade classes. At other grade levels sixth graders may act as an *assistant* to the *teacher.* Since the business community spends a lot of time and money to participate in this activity, it is recommended several schools be included in this activity.

SPONSORS

There are several groups which may sponsor or assist the students in organizing and conducting the activities.

- Parent Teacher Organizations
- Service Clubs (Kiwanis, VFW, Optimist, etc.)
- School Faculty
- High School Safety Groups
- Combination of any of the above

TECHNICAL ASSISTANCE

1. Your school district Community Resource Service, if available, can assist in securing vehicles.

2. Local merchants who sell the vehicles may assist by providing on-sight representatives to answer questions about the vehicles.

3. Twelve to fifteen sixth grade students to supervise and conduct the instruction (one sixth grader for every two kindergarten or first grade students.)

SUGGESTED PLANNING AND PREPARATION PROCEDURES

1. Early in the fall:

   a. Determine the exact special vehicles desired.

   b. Contact the Community Resource Service, if available, and secure their assistance in arranging for special vehicles, or if this service is not available begin contacting local merchants and securing their commitments to provide a vehicle(s) and representatives to accompany the vehicle on "Vehicle Day."

   c. Get firm commitments from all sponsors and coordinate activities as planning proceeds.

2. Two weeks prior to "Vehicle Day":

a. Confirm availability of equipment and representatives. Provide the company representative with a map of the school grounds identifying where each vehicle is to be located.

b. Train sixth grade student instructors.

c. Confirm "Vehicle Day" schedule with all people involved and get firm commitments for their services and support.

3. Day of "Vehicle Day":

a. Coordinate sponsoring groups and individuals in setting up the "Vehicle Day" vehicles.

b. Provide student runners to supply drivers with drinking water and to run errands.

c. Provide parent volunteers to watch vehicles while drivers eat lunch.

CURRICULUM FOR SPECIAL VEHICLE DAY

A. Leader briefly introduces student instructors to the young children and explains the instructors' duties.

B. Leader assigns two students to each instructor.

C. As student instructors leave classroom with their two students, they should talk idly with the children.

D. Instructors go directly to their assigned vehicles (car, school bus, pickup truck, mobile home, camper, camper trailer, motorcycle, mini-bike, snowmobile, etc.) and prepare to instruct students.

E. Instructors again tell children their names. They also tell the children the name of their vehicle and explain the proper passenger procedure for the vehicle.*

   The company representative may demonstrate the proper passenger procedures for the group or guide them in sitting properly in the proper place. (See the Passenger Procedures information sheets included in this appendix.)

F. Student instructors take their groups on a tour of the remaining vehicles, explaining and demonstrating proper passenger procedures for each.

*Student instructors will use the information provided in the following information sheets and included in this appendix.

"Passenger Procedures For Entering, Riding In, And Exiting A Car."

"Passenger Procedures For Entering, Riding In, And Exiting A Bus: Normal And Emergency Conditions."

"Passenger Procedures For Entering Riding In Or On, And Exiting Special Vehicles."

Adapted from material provided by TRAGYC (Traffic Representatives of Arizona Governor's Youth Council) and Mesa's CRS (Community Resource Service).

A CAR PASSENGER:
OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in, exiting a car, and helping the driver, look for the actions that indicate the passenger uses the decision making process (I.P.D.A.), communicates to others, and uses predictability by following the proper rules and procedures listed below:

Entering

a. Waits for car to come to complete stop before touching handle.
b. Enters from curb side.
c. Checks to be sure no hands or fingers are in door before it is closed.
d. Locks door.
e. Leaves doors alone until car is stopped and passenger is ready to get out.

Riding

a. Locks door and leaves it locked.
b. Fastens seat belt.
c. Places loose articles on floor.
d. Sits quietly.
e. Doesn't block driver's view.
f. Doesn't distract driver.
g. Doesn't "horse around".
h. Keeps arms, legs, and other body parts inside car.
i. Rides inside car, not on hood or fenders.
j. Never touches any car controls or switches.

Exiting

1. Waits for car to come to complete stop before opening door.
2. Checks before opening door to make sure no one is near door.
3. Exits on curb side.
4. Closes car door after being sure no hands or fingers are in danger.
5. Makes sure street is clear before crossing street.

Helping Driver

1. Identifies clues in hostile street environment that driver may not have noticed, i.e.,: people or things he may not have seen.
2. Quietly tells the driver about the people or objects.
3. Doesn't distract the driver.
4. Doesn't talk loudly.
5. Doesn't talk too much. Remembers the driver is busy with driving.
6. Gives the driver help in backing if it is hard for the driver to see everything.

The following items state why the passenger is still in a hostile environment and suggest a few ways in which the passenger may utilize the decision making process, communication, and predictability.

1. Why are you, as a passenger, in a hostile environment?

   a. Your driver could make a mistake.
   b. The vehicle could be involved in an accident while you're riding in it.
   c. You could be thrown out of the car and run over if an accident occured or when the car turns and a door flies open.
   d. Your fingers or something else can be injured by closing doors or windows.
   e. You can get hit by other cars as you enter and exit your car, or as you cross the street to get to your car and leave your car.

2. How do you, as a passenger, use the decision making process?

   a. Closing the car door

      (1) You look around to identify that no one has hands or fingers in the door.
      (2) You predict from the position of all others that no one is about to put their hand or fingers in the door.
      (3) You decide everything is clear to close the door.
      (4) You act upon your decision by closing the door.

   b. Putting on seat belt

      (1) You identify that seat belts are available.
      (2) You predict that you may use them, that they will help prevent injuries if there is an accident, and that the driver would want you to wear them.
      (3) You decide to wear them.
      (4) You act upon your decision and fasten your seat belt.

   c. Other decision-making processes could include:

      (1) approaching a car to get in.
      (2) riding with other passengers.
      (3) exiting the car.
      (4) carrying objects in the car.
      (5) playing the radio.

3. How do you, as a passenger, use predictability and communication?

   a. Predictability

      (1) You wear seat belts and lock doors.
      (2) You open your door and get out on the curb side.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.

   b. Communication

      (1) You look carefully and establish that nearby persons are not in danger before opening or closing doors.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver back the car if it is hard for him to see everything.

THE BUS PASSENGER:
OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in, and exiting a bus look for the following actions:

NORMAL CONDITIONS

Waiting

a. Gets to stop 5 minutes early.
b. Does not play in the street.
c. Lines up in an orderly manner.
d. Is courteous and helps younger children.
e. Doesn't push and shove.
f. Stays well back from the street and pays close attention to the hazards of the hostile environment.

Entering

a. Waits for bus to come to complete stop and door to be opened before moving toward bus.
b. Uses handrail and goes up steps one at a time.
c. Enters one person at a time.
d. Doesn't push or shove.
e. Takes seat quickly and quietly.

Riding

a. Stays seated.
b. Doesn't play or wrestle.
c. Talks quietly.
d. Doesn't make loud noises that might distract driver.
e. Keep objects out of aisle.
f. Puts books and lunch boxes on lap.
g. Doesn't throw things inside or, outside the bus.
h. Keeps arms, legs, and other body parts inside bus.
i. Doesn't open windows without driver's permission.

Exiting

a. Waits for bus to come to complete stop before leaving seat.
b. Allows those sitting in front to get off first.
c. Exits through front door in single file.
d. Doesn't push or shove.
e. Uses handrail and takes one step at a time.
f. Doesn't jump.
g. Moves away from bus just as soon as he gets off.
h. Crosses street in front of bus
   (1) makes sure driver of bus sees him.
   (2) makes sure street is clear.
i. Goes directly to destination.

EMERGENCY CONDITIONS

Exiting

a. Locates emergency door.
b. Sits quietly and waits for instructions.
c. Follows instructions of driver or person in charge.
d. Exits quietly in single file, and doesn't push or shove.
e. Lets those closest to exit leave first.
f. Moves off road and away from bus.
g. Stays in group.

The following states why the bus passenger is still in a hostile environment and suggests a few ways in which the bus passenger may use the decision making process, communication and predictability.

1. Why are you, as a bus passenger, in a hostile environment?

   a. You may be injured while you are waiting at the bus stop.
   b. The bus driver could make a mistake.
   c. The bus could be involved in an accident while you're riding in it.
   d. There is less padding on seats and the bus interior to protect you during sudden stops and crashes.
   e. You don't have seatbelts to hold you in your seat or the vehicle.
   f. Your fingers could be injured in a closing window.
   g. You enter and exit the bus in situations where there is more traffic than in your own driveway.

2. How do you, as a passenger, use the decision making process?

   a. Entering the bus

      (1) You identify that the bus has come to a complete stop, the door is open, and no one is in your way.
      (2) You predict that the bus will remain stopped.
      (3) You decide to safely walk up the steps.
      (4) You act upon your decision by using the handrail, walking up the steps one at a time, and avoiding others.

   b. Other decision making processes could include:

      · waiting in line at the bus stop
      · riding in the bus
      · exiting the bus under normal conditions
      · exiting the bus under emergency conditions
      · carrying objects in the bus

3. How are you, as a passenger, predictable and how do you communicate?

   a. Predictability

      (1) You stand well back from the curb until the bus has come to a complete stop and the door is open.
      (2) You place objects on the seat or the floor but not in the aisle.
      (3) You find a seat and remain in it until the bus comes to a complete stop and you are ready to exit.
      (4) You keep your arms, head, and legs inside the bus.
      (5) You sit and talk quietly enough not to distract the driver.
      (6) You help younger children.
      (7) If the driver talks to you, you listen very carefully and do what he asks you to do.

b. Communication

(1) You use eye contact* to determine what other passengers plan to do.
(2) If you must cross the street you get far enough ahead of the bus for the bus driver to see you and establish eye contact* with him.
(3) You establish eye contact* with other drivers and use other traffic safety techniques to safely cross the street.

4. How do you use the basic traffic safety techniques in an emergency?

a. Identify the emergency, i.e.: flat tire, crash with a car, bus in ditch, bus on fire, etc.
b. Predict that the driver will give you directions for exiting or remaining on the bus and will expect you to remain calm and orderly.
c. Decide to follow the driver's direction and determine the exit to be used.
d. Act by following the driver's directions and exiting the bus one at a time, following the person in front of you out the designated exit. Move away from the bus and the roadway, staying with the group.

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*Eye Contact: Look directly at their eyes. Are they looking at you? Do they see you?

A SPECIAL VEHICLE PASSENGER: OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in or on, exiting special vehicles, and helping the driver, look for the following actions that indicate the passenger is using the decision making process (I.P.D.A.), communicating to others, and being predictable as he follows the rules and procedures listed below:

CAMPERS AND MOTORHOMES

a. Waits for vehicle to be completely stopped.
b. Steps up into the vehicle.
c. Checks to be sure no hands or fingers are in the door before closing it.
d. Locks door and leaves it alone.
e. Makes sure drawers and cabinet doors are closed tightly and all loose objects secured in place.
f. Selects a proper (regular, attached) seat and remains seated as long as the vehicle is moving.
g. Lets someone outside the vehicle open the door when the vehicle stops.
h. Watches step when leaving the vehicle.

MOTORCYCLES AND MOTOR DRIVEN CYCLES

a. Rides only on vehicles which have a rear seat or side car and passenger footpegs.
b. Sits astride the seat.
c. Holds on to the driver's waist while in motion.
d. Keeps feet on passenger footpeg at all times.
e. Leans in the same direction as the driver.
f. Wears a helmet to guard against head injuries.
g. Wears protective clothing i.e., goggles, face shield or safety glasses, long sleeve coat, long, snug, heavy pants, and heavy shoes or boots.

PICKUP TRUCK

Whenever possible, passengers should ride in the cab. If it is necessary to ride in the back the passenger:

a. Sits on the floor and leans against the cab.
b. Remains seated as long as the truck is in motion.
c. Doesn't attempt to stand up or leave the vehicle until eye-to-eye contact has been established with the driver and you are sure he plans to remain stopped.

SNOWMOBILES

a. Sits on the proper seat behind the driver.
b. Places feet on the running board.
c. Holds on to the driver's waist.
d. Wears appropriate clothing i.e., a warm hat, mittens or gloves, boots, heavy coat, and eye protection.

TRAVEL TRAILERS

a. It is illegal and dangerous to ride in a moving trailer.

The following items state why the passenger is still in a hostile environment and suggests a few ways the passenger of special vehicles may utilize the decision making process, communication, and predictability.

1. Why are you, as a special vehicle passenger, in a hostile environment?

   Even though you are a passenger not a driver, the street still remains a dangerous place where high speed vehicles operate. You can still get hurt or killed there.

   a. Your driver could make a mistake.
   b. The vehicle you're riding in or on could be involved in an accident while you're riding in it.
   c. You could be thrown from the vehicle.
   d. Your fingers or someone else's could be injured by closing doors or windows.
   e. Inside motor homes and campers you could be hurt by opening doors or falling and flying objects or be thrown against sharp corners of cabinets, etc.
   f. If you are riding in off-the-road areas, the cycle or snowmobile could run into an object and overturn or crash, injuring or killing you.

2. How do you, as a passenger, use the decision making process?

   a. Riding a motorcycle

      (1) You identify that the cycle has a passenger seat and passenger footpegs.
      (2) You identify that there is an extra helmet.
      (3) You predict that you may use the helmet and are expected to sit astride the passenger seat with your feet on the footpegs.
      (4) You decide to wear the helmet and sit carefully astride the seat with your feet on the footpegs.
      (5) You act upon your decision by putting on the helmet, sitting astride the passenger seat, and putting your feet upon the footpegs.

   b. Other decision making processes could include:

      · entering, riding in, and exiting the back of a pick-up truck.
      · deciding whether the driver is skilled, experienced, and safe for you to ride with as a passenger.
      · carrying objects in the camper, motorhome or truck.
      · entering the camper or motorhome.
      · riding in the camper or motorhome.
      · exiting the camper or motorhome.
      · mounting and dismounting a snowmobile or motor driven cycle.
      · riding on a snowmobile or motor driven cycle.

3. How do you, as a passenger, use predictability and communication with the driver of your special vehicle.

   a. Predictability

      (1) You lock doors.
      (2) You remain seated when the vehicle is in motion.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.
      (5) You sit in the proper place or seat and remain seated.
      (6) When riding cycles or snowmobiles, you hold onto the driver's waist.

   b. Communication

      (1) You establish eye-to-eye contact with the vehicle driver to be sure he plans to remain stopped before getting up to leave the vehicle.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver if it is hard for him to see everything.
      (4) You establish eye-to-eye contact with nearby persons before opening and closing doors.

*Eye-to-Eye Contact: Look directly at their eyes. Do they look at yours and do they see you?

ASSESSMENT NAME _____

TOTAL SCORE _____

1. Andy's mother will drive him and his friend to the movie theater. Describe how Andy and his friend can use the decision-making process to decide how much risk they accept as passengers.

2. Johnny's big brother is learning to ride a motorcycle and wants to take Johnny for a ride. They do not have the proper equipment. Describe how Johnny can use the decision-making process to decide how much risk he accepts if he rides with his brother.

3. The sixth grade class is on a field trip and the bus has a flat tire on a busy street. Describe how the passengers can use the decision-making process to decide how much risk they will accept.

ASSESSMENT NAME KEY

Scoring Directions: For each question allow 3 points for answers that identify the important clues and the amount of risk involved; predict what might happen and decide on an action with the least amount of risk. Partial credit may be given, 1 point for each part. Total Points = 9.

3 points

1. a. Identify
   - the risk is low,
   - seat belts in the car,
   - locks on the car doors,
   - experienced driver.

   b. Predict
   - Andy's mother will park so that he and his friend can enter and exit on the curb side,
   - Andy's mother expects them to use the seat belts and to lock the doors.

   c. Decide
   - to enter and exit on the curb side,
   - to use the seat belts,
   - to lock the doors,
   - to sit quietly.

3 points

2. a. Identify
   - big brother is inexperienced,
   - they do not have proper equipment,
   - the risk is high.

   b. Predict
   - there might be an accident because Johnny's brother is not familar with the motorcycle,
   - if there were an accident both boys would be hurt because of a lack of equipment.

   c. Decide
   - not to ride with his big brother until he has enough experience and the proper equipment.

3 points

3. a. Identify
   - an emergency situation,
   - a busy street with heavy traffic,
   - the need to remain quiet, orderly and to listen to directions,
   - high risk.

   b. Predict
   - the driver and teacher will give instructions to the students,
   - the students will be quiet and listen.

   c. Decide
   - the passengers will listen and follow directions,
   - the passengers will remain in their seats,
   - they will exit quietly and in a single file,
   - they will move away from the bus in an orderly manner.